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ABSTRACT

This document is a compilation of descriptions of projects (161) receiving support from the Fund for the Improvement of Postsecondary Education during 1976-77. The Fund, an organizational unit of HEW, seeks to encourage reform, improvement, and innovation in postsecondary education. It provides assistance to colleges and universities; private trade, technical, and business schools; counseling, referral, and testing agencies; professional associations; state educational agencies; new and established educational institutions; student organizations; and other educational agencies. Each description includes project background, goals, and achievements, and the name and address of the project director. The projects are indexed by problem addressed, improvement approach, curricular content, and institution type. (Author/MSE)

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Resources for Change

A Guide to Projects 1976-77

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Resources for Change

A Guide to Projects 1976-77

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

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U.S. Department of Health, Education, and Welfare/Education Division

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FOREWORD

Last year we printed our first issue of Resources for Change. At that time I said that we viewed the compilation as more than a list, and less than a synthesis; more than merely descriptions, but less than analyses. We chose the title, Resources for Change because we believed that the volume represented not capital resources, but those non-capital resources essential to improvement--people, institutions and ideas.

This, our second compilation, includes the descriptions of the 161 projects that received support from the Fund in 1976-1977. The projects reflect in their totality the broad sweep of practitioners and organizations involved in American postsecondary education today. The ideas, although all may not be regarded as dramatically "new," often are woven into new contexts and others evidence untried dimensions.

From our first year's issue we have found that this listing of projects and identification of project directors was regarded as useful. We view it as a small step toward a dissemination strategy in which the "field" talks to the "field." This year we have tried to hold even more closely to this principle--all of the descriptions are written by the practitioners and to aid the user additional topics are included in the index.

If this list opens a new avenue of action to you, or introduces you to a practitioner addressing an educational concern of yours, or suggests a possible solution to a problem you are facing, the effort of all of us in compiling it will have been well worth it.

Virginia B. Smith
Director
Fund for the Improvement
of Postsecondary Education

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Established by the Education Amendments Act of 1972, the Fund seeks to encourage reform, improvement and innovation in postsecondary education. The Fund is a separate organizational unit within the Department of H.E.W. under the general supervision of the Assistant Secretary for Education.

The Director of the Fund is Virginia B. Smith, formerly Associate Director of the Carnegie Commission on Higher Education. The Director and staff of the Fund are responsive to a fifteen-member, Secretarially-appointed Board of Advisors of educational and public interest representatives, who assist in the determination of funding priorities and in the review of proposals.

The Fund provides assistance to postsecondary educational institutions and agencies, including not only colleges and universities but also private trade, technical and business schools; counseling, referral, and testing agencies; professional associations; state educational agencies; new as well as established educational institutions; student organizations and other educational agencies.

While some funding has been targeted to specific issue areas, the majority of the Fund's resources each year are allocated through its broad Comprehensive Program competition to which applicants are invited to submit proposals related to any or all of the purposes for which the Fund can make awards. The projects described in this volume represent responses to eight broad problem areas described in the FY 1976 Program Information and Application Procedures. A listing of these areas of needed improvement and the corresponding projects can be found in the first index on page 168.

CONTENTS

PAGE

FOREWORD iii

FUND for the Improvement of Postsecondary Education iv

PROJECT DESCRIPTIONS

Alabama Consortium for the Development of Higher Education 1
Alice Lloyd College 2
Alverno College 3
American College Testing Program 4
American College Testing Program 5
American Council on Education 6
American Federation of State, County, and Municipal Employees,
District Council 37, AFL-CIO 7
American Political Science Association 8
American Sociological Association 9
Antioch School of Law 10
Associated Colleges of the Midwest 65
Association for Innovation in Higher Education 11

Ball State University 163
Bay de Noc Community College 12
Berea College 13
Bethel College 14
Bowling Green State University 15
Bronx Community College (NP II) 155
Broome Community College 124
Bucknell University 16
Bucknell University (NP III) 163
Bunker Hill Community College 17
Burlington County College 163

CAEL 47
California State University and Colleges 18
California, University of (Strawberry Creek College) 19
California, University of (Davis) 20
California, University of (Irvine) 21
California, University of (Santa Cruz) 22
Catalyst 23
C.B.A. 72
Center for Human Potential 24
Citizens Policy Center 25
Clark University 26
Clearinghouse for Community Based Free Standing Postsecondary
Educational Institutions 27

PAGE

Cleveland Commission on Higher Education 28
City University of New York (CUNY) Brooklyn College 29
City University of New York (CUNY) Student Senate 30
Colegio Cesar Chavez 31
Colegio de la Tierra 32
College for Human Services 33
Connors State College 34
Consortium of the North Country Learning Centers 35
Cooperating Raleigh Colleges 36
Corrections Clearinghouse 37
Council of Graduate Schools in the United States 38

Distibutive Workers of America (District 65) 59
District of Columbia Public Schools 39

Eagleville Hospital and Rehabilitation Center 40
Earlham College 164
East Harlem Block Schools 41
East Texas State University 42
Education Commission of the States (NP I) 149
Educational Broadcasting Corporation 43
Educational Change 44
Educational Consortium of Health Care Agencies of Northern
New York 45
Educational Policy Research Center 127
Educational Testing Service 46
Educational Testing Service 47
Experimental and Bilingual Institute, Inc. 48

Five Colleges, Incorporated 49
Florida State University 50
Formative Evaluation Research Associates 51

George Washington University 52
Goddard College 53
Governors State University 54
Greenville Technical College 55

Hamline University 56
Hawaii, University of 57
Henderson State University 58
Hofstra University 59
Hoosuck Community Resources Corporation 60
Houston, University of 61
Hudson County Community College 62
Humboldt State University 63

PAGE

Illinois, University of 165
Illinois Central College 64
Indiana University, Bloomington 65
Indiana University School of Law 66
Institute for Competence Assessment 85
Institute for Educational Leadership 52

Jackson State University and Mississippi State University 67
Jamestown Community College 68
Jefferson Community College 69

Kansas City Regional Council for Higher Education 70
Kansas State University 164
Kansas State University (University for Man) 79
Kedren Community Mental Health Center 71
Keller Graduate School of Management 72
Kentucky, University of 69
Kirkwood Community College 73

Learning Exchange 74
Lone Mountain College 75

Macalester College 76
Madonna College 77
Maine, University of (Orono) 78
Marist College 80
Mars Hill College 81
Maryland University of (Baltimore County) 82
Massachusetts, University of 83
Massachusetts, University of (Boston) 84
Matteo Ricci College 113
McBer and Company 85
Medgar Evers College 86
Metropolitan State University 87
Michigan, University of 88
Michigan, University of (NP III) 161
Middlesex Community College 89
Minnesota University of 90
Mississippi State University 67
Modern Language Association 91
Museums Collaborative, Inc. 92

National Center for Educational Brokering 129
National Council of Negro Women, Inc. 93
Nebraska, University of 94

PAGE

New Jersey Education Consortium 95
New Hampshire, University of 96
New York, University of (Board of Regents) 97
New York, University of (Board of Regents) 98
Northeast Regional Library 99
Northeastern University 100

ODWIN 101
Ohio Wesleyan University 167
Opening the Doors Wider in Nursing 101
Oglala Sioux Community College 102
Oregon State System of Higher Education 103
Oregon Zoological Research Center 104

Pacific Lutheran University 105
Parkersburg Community College 106
Piedmont Technical College 107
Portland Zoo 104
Puerto Rico, University of 108
Purdue University 166

Regional Learning Service 129
Rochester, University of 109

Saint Mary's College 110
Saint Olaf College 111
San Francisco, University of 112
Seattle University 113
Siena Heights College 114
Society for Values in Higher Education 115
South Oklahoma City Junior College 116
Southern California, University of 117
Southern Illinois University - Carbondale 118
Southern Illinois University School of Medicine 119
Southern Methodist University 120
Southwestern University School of Law 121
Stanford University 122
State University of New York 123
State University of New York (NP III) 166
SUNY - Binghamton (Harpur College) and Broome Community College 124
SUNY - Empire State College 125
SUNY - College at Oswego 165
SUNY - Stony Brook 126
Strawberry Creek College 19
Syracuse Research Corporation 127
Syracuse University 128
Syracuse University - Regional Learning Services 129

PAGE

Temple University 130
Tennessee Higher Education Commission 131
Tuskegee Institute 132

University Consultants, Inc. 133
University of Utah 134

Vermont State Colleges 135
Virginia State Council on Higher Education 136

Wellesley College 137
Wenatchee Valley Community College 138
West Virginia College of Graduate Studies 139
WINNERS 146
Winona State University 140
Wisconsin, University of (Oshkosh) 141
Wisconsin, University of (Oshkosh) 142
Wisconsin, University of (Oshkosh) 143
Wisconsin, University of (Stevens Point) 144
Wisconsin, University of (System) 145
Women's Inner City Educational Resource Center (WINNERS) 146
Women's Institute of Alternative Psychotherapy 147
Woodbury Associates Paralegal Studies/Law Center 148

NATIONAL PROJECT I — Better Information for Student Choice 149

NATIONAL PROJECT II -- Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students 155

NATIONAL PROJECT III -- Elevating the Importance of Teaching 161

INDEXES

I Problem Addressed 168

II Improvement Approach 169

III Curricular Content 171

IV Institutional Type 172

V Constituency 174

Alabama Consortium for the Development of Higher Education (ACDHE)
Alabama Open Learning Program
Tuscaloosa, Alabama

The relative underdevelopment of educational opportunities in certain geographical regions requires improvement at several levels. Twenty percent of the families in rural Alabama earn incomes below the poverty level. Fifty-nine percent of the population over 16, about 1.3 million people, do not have a high school degree. The United States Office of Education and the State of Alabama are beginning to reach this population with a demonstration grant for Adult Basic Education which offers the General Equivalency Degree. But the question remains: How is it possible to meet the post-secondary needs of these new learners and of others who require non-traditional opportunities and approaches for basic and vocational education?

The Alabama Consortium for the Development of Higher Education is uniquely situated to begin to respond to these problems. Its member institutions in central Alabama provide an unusual mix of large and small, public and private, Black and white, sectarian and non-sectarian campuses, along with the State's only women's college. It already has a strong record of institutional cooperation. Now beginning its second year of a two-year grant, the Consortium will implement its design for an Alabama Open Learning Program (AOLP). Essentially, the AOLP combines a flexible instructional capability with a unique career oriented counseling service which features computerized as well as manual sources of occupational, academic and support information.

During FY 1976, simulation and gaming techniques were uniquely applied to select a network of adult part-time, paraprofessional counselors. During the summer of FY 1977, these counselors will receive intensive training in career and academic advising techniques. To assure an absolute non-partisan counseling approach, the counseling and information arm of the project has been removed from the academic unit and situated in "neutral" sites such as community libraries and local school board facilities. Instructional services (which include the development of extended degree options) will be facilitated by a network of campus based coordinators at the six Consortium institutions and through key personnel within other postsecondary institutions in the project area.

The project should evolve a replicable and comprehensive model for improving the delivery of counseling and information services to poorly served adult populations. Another important outcome objective of the project will be to support its operation principally through the institutions and clients it serves. Additionally, the use of simulation gaming techniques to select appropriate personnel for the project counseling positions may provide a new and important tool for the entire social services field.

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Alice Lloyd College
Pippa Passes, Kentucky

Factors such as loss of enrollment and declining gifts from the private sector are threatening the existence of small colleges. In order for them to survive, they must either take advantage of the resources they have or develop new ones. Alice Lloyd College, located in the Appalachian region of eastern Kentucky, is addressing two questions:

(1) What kind of unique roles can small community and private colleges play in higher education today?

(2) How can such colleges, public and private, establish ties with their surrounding communities in a manner that enhances their overall educational program?

In the past five years, Alice Lloyd College has expanded its resources enabling it to serve as a regional resource center for Appalachian life and culture. A three-year development program has led to the creation of a quarterly regional magazine, Appalachian Heritage, the expansion of the Appalachian Oral History Project, the development of an extensive Appalachian curriculum, the creation of a regional photographic archives and the improvement of the Appalachian Summer Theatre.

All of these programs and activities are made available to persons inside and outside of the Central Appalachian region through the Appalachian Term. In order to make sure that these programs and activities have the greatest impact, we are directing our energies toward persons who are or have a high potential for impacting on the Central Appalachian region. This is being done through a series of four institutes that are being held over a two year period. The first institute included a general audience of college teachers and administrators, health workers, and legal workers. The second institute included persons working with Appalachian migrants. The third institute focusses on health workers in the Central Appalachian area. The fourth institute focusses on religious workers in this area. All of these institutes will consider problems of communication and social interaction that arise from a failure to understand cultural differences in the Central Appalachian mountains.

In order to share our data and experiences with others, a region-wide conference will be held in the summer of 1977. This conference will be directed toward administrators and faculty from small colleges throughout the nation who are interested in the concepts of a resource center, specialized learners, and college-community cooperation.

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Alverno College
Milwaukee, Wisconsin

Assessment of individual capability is one of the major responsibilities of any institution. A college, business, or professional organization interested in evaluating its students, employees, or members develops an assessment rationale and procedures. However, few institutions are satisfied with the methods available for undertaking this important task. In designing an assessment process for its outcome-oriented liberal arts curriculum during the past three years, Alverno College has utilized research data and evaluation procedures availiable through educational institutions, business and industry, and its own faculty and assessment staff.

We have now developed assessment components to the point where they can be evaluated, refined, and integrated into an assessment model. The model establishes the framework for the coordination of the three major functions of assessment at Alverno College: assessment for credentializing, assessment as a significant learning tool, and student self-assessment as a critical aspect of advising and career education.

As we develop the model we will study and explicate:

1. Development of criteria
2. Internal vs. external assessment; role of Assessment Center
3. Procedures for assessing student progress; instruments, processes
4. Assessor indentification, training, and evaluation
5. Assessment procedures for field experiences in a competence mode
6. Assisting faculty in developing assessment procedures, relating assessment to learning, utilizing an Assessment Center
7. Feedback; definition, implementation, relation to learning
8. Student self assessment; training and significance
9. Methods of evaluation of the model.

Faculty, assessment staff and consultants will evaluate instruments and processes presently in use and refine, revise, and supplement where needed. The work will be ongoing during the year and summer of 1977. We will develop a written document describing the rational, components, and implementation of the assessment process at Alverno College.

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The American College Testing Program
Iowa City, Iowa

An urgent need of postsecondary education today is for technically sound and efficient assessment instruments and procedures for measuring those college-level competencies which represent the intended outcomes of the liberal arts or general education component of the educational programs of postsecondary institutions. This need has been identified at three different, but equally important, levels: 1) colleges which are already engaged in identifying, providing instruction in, and evaluating students' attainment of the intended outcomes of their programs; 2) colleges which acknowledge the value and importance of having clearly defined program objectives and viable means of assessing them, nevertheless are uncertain about how to develop and implement them in their programs; and 3) state education agencies interested in facilitating schools in their system to evaluate the effectiveness of their individual programs, thus to improve the quality of the educational experiences provided for their students.

This project will address all three of the needs described above. To accomplish this, ACT will involve eight postsecondary institutions (including Alverno College, Milwaukee, Wisconsin; Florida International University, Miami, Florida; Governors State University, Park Forest South, Illinois; Mars Hill, North Carolina; Our Lady of the Lake College, San Antonio, Texas; Tennessee Technological University, Cookeville, Tennessee, Delaware Co. Community College, Media, Pa; and Brigham Young University, Provo, Utah) and two State education systems (State University System of Florida and Tennessee Higher Education Commission) in a cooperative effort to develop criteria of attainment and measures of a specified domain of competencies common to those institutions.

During the next three years, three major activities will be carried out: development of assessment materials and procedures which, by and large, measure competencies common to the liberal arts domain of education; validation of these materials; and development of an implementation plan. The developmental tasks to be carried out include competency identification, planning and designing of assessment instruments and procedures, and the actual development of the assessment materials. The validation activities will include preliminary field tests of the various assessment devices and procedures in each of the institutions, where applicable. A comprehensive analysis of the field test data will then be carried out, focusing on criteria related to the technical and practical adequacy of each procedure and instrument. Finally, the materials will be prepared for general implementation at the participating institutions. This preparation will include finalizing and reproducing the instruments and procedures as well as all support materials.

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The American College Testing Program
Iowa City, Iowa

The academic and cultural backgrounds of students enrolled in postsecondary institutions have become increasingly diverse over the last decade. Still, teaching practices remain relatively unchanged. Institutions view professors as dispensers of knowledge and students as receptacles for wisdom. Only modest attempts have been made to provide remedial or enrichment experiences for students who are ill-equipped to handle the educational programs offered by colleges. One negative result of this practice is that the purpose of increasing educational opportunities for groups previously unserved by institutions is defeated because many students cannot cope with the educational programs offered and consequently drop out of college.

A potential solution to the problem of accommodating individual differences and needs has been developed by Joseph E. Hill and his associates at Oakland Community College in Michigan. Using commonly accepted measures of aptitude, achievement, and interest, Hill charts each learner's "cognitive style," and then matches students with different styles to instructional programs which take account of those differences.

The American College Testing Program has completed the first year of a two-year domonstration and evaluation of Hill's procedures at two institutions: Michigan State University, and Macomb County (Michigan) Community College. The goals of the first year of the project were to: (1) develop techniques and procedures for assessing the various dimensions of cognitive style, (2) train volunteer faculty and staff at the participating institutions in the conceptual framework and applications of cognitive style mapping procedures, and (3) assist participating faculty in the development of specific plans for the implementation of mapping procedures in their particular instructional setting. As a result of year one activities, a "Cognitive Style Test and Inventory Booklet" has been assembled, field tested, and revised for use during year two.

The major goals of the second year of the project are to implement the plans and to evaluate their outcomes by carefully documenting 1) the degree to which actual implementation approximates the planned activities, and 2) the impact of each application of cognitive style mapping on the cognitive and non-cognitive (attitudinal) outcomes of instruction in the various settings. Individual evaluations have been designed for each setting to ensure achievement of these goals. The intent is to generate information that will address the following questions: Will faculty and counselors be able to apply the mapping procedures to instruction in each setting.? How will instructional uses of cognitive style information vary from setting to setting and across institutions? What are the teachers' attitudes and perceptions of cognitive style and its value to postsecondary education? What are the students' perceptions and attitudes? What is the relationship between the use of cognitive style in instruction and the achievement that results from that instruction?

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American Council on Education (ACE)
Washington, D.C.

It has been estimated that as many as 15 million Americans participate annually in learning activities sponsored by noncollegiate organizations. Yet, learning that occurs under the sponsorship of non-educational institutions, such as businesses, unions, and government agencies, largely goes unrewarded except by the sponsoring agencies. The ACE, in conjunction with the New York State Board of Regents, is attempting to provide a partial remedy for this problem by developing credit recommendations to be sent to colleges and universities for training and educational programs sponsored by such organizations. Teams of subject specialists review noncollegiate courses by visiting the training site, meeting with staff, and analyzing the content and procedures utilized in these programs. Reviewers are selected from postsecondary institutions and from noncollegiate organizations. Thus, a team reviewing courses in the banking field might consist of faculty members from 2 and 4 year institutions as well as a banker or a bank training officer.

The significance of this Project lies in the fact that it enables individuals to get recognition for learning that had already occurred before entering a college program, and that it thereby makes the most efficient and economical use of resources for education and training.

At the end of two years, ACE and New York have visited 65 organizations and reviewed 875 courses. The first national Guide to Educational Programs in Noncollegiate Organizations was distributed to all colleges and universities in April 1976. During its third year, the Project will be emphasizing the financial and organizational aspects of a national system. In June 1976, ACE signed an agreement with the Consortium of the California State University and Colleges establishing the Consortium as a collaborating agency in the Project on Noncollegiate Sponsored Instruction. Arrangements with other potential collaborative agencies are also being explored.

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American Federation of State, County, and Municipal Employees, District
Council 37, AFL-CIO
New York, New York

The Educational Department of District Council 37 provides education and career development programs for municipal personnel employed by the City of New York. For many of the people, municipal employment, the civil service, represented the port of entry into the economic mainstream, into the primary market of jobs with potential for advancement benefits and security. Many employees are high school graduates or have earned a high school equivalency but do not have the necessary skills to continue on to postsecondary educational programs. For that reason the Education Department engages in a variety of "transitional" activities designed to enable high school graduates to prepare for some next educational or training step.

The project develops and expands supportive services supplemental to the transitional activities of counseling, testing and assessment, and remediation. In the area of counseling, the project will assess student needs and goals, and implement programs relevant to them. In particular vocational counseling, student workshops and the establishment of a Vocational and Basic Education Resource Library will be undertaken. In addition the project will extent and kind of additional services needed by an adult student population.

Testing and assessment activities explore the appropriateness of existing standardized achievement tests and develop testing programs taking the special needs of the population into account. Vocational interest testing is also being explored.

Finally, the project is exploring ways of hastening the acquisition of basic reading and writing skills by testing existing educational tools (including audio visual materials) presumably created for adult populations. As necessary the project creates new instruments and explores the feasibility of bringing these services to the employee's work site rather than having workers attend classes at some other school location.

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The American Political Science Association
Washington, D.C.

Seventy-five percent of the members of the American Political Science Association are college teachers or graduate students who expect to teach, yet few of them have been trained "how to teach." Political scientists are not atypical. College faculty are rarely prepared to assume teaching roles. Most graduate programs concentrate on learning research methodologies and conducting research, and are reluctant to commit faculty resources and the graduate student's time toward concerns such as "how students learn." For the few programs that offer students some teacher training, the state of the art is much like a "cottage industry": efforts are dispersed and faculty are poorly informed about the efforts of their colleagues. Hence, there is a need to provide meaningful, useful professional training in teaching and learning. The APSA has developed a program to fulfill this need. The strategy and format for the program are based upon surveys of faculty and upon the lessons learned from previous social science teacher education programs.

The APSA is implementing a training program for college teachers in government, politics and public policy. The focus of the project is the initiation and improvement of one-week intensive short courses in teaching methods, learning theory and evaluation. Using its network the APSA invited applications from 1400 political science departments to the first sessions of the courses. Participants were selected on the basis of their commitment and of their institution's willingness to have them share the methods that they learn. In the summer of 1976, some 100 teachers took the courses on teaching methods and theory. On the basis of their experience the courses will be revised and retaught to another group in the following summer. The courses will then become available to other institutions.

Through the project activities, the APSA hopes to create a cadre of teachers who are well trained in both traditional and innovative teaching techniques, and who can share these experiences with their colleagues. Through the program, the Association hopes to establish teacher training as a valued component of professional education in the social sciences. Ultimately, by improving the abilities of faculty to use alternative teaching strategies, it is hoped that the overall quality of undergraduate education will be improved.

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American Sociological Association (ASA)
Washington, D.C.

The content and effectiveness of undergraduate offerings in sociology has given cause for serious concern. Increasingly, sociology is perceived as one of the crucial intellectual resources for training in the professions, and it remains an essential component of the general education of all undergraduates. Yet, the undergraduate teaching of sociology seems far removed from the sophistication which is within the capability of the discipline.

The ASA is undertaking a project to develop criteria basic to judging quality, sophistication, and disciplinary rigor as a framework for undergraduate programs in sociology. It seeks to launch a program for teachers of sociology, particularly in those institutions which are not in the mainstream of sociological scholarship and research and to develop a program of information exchange for faculties concerned with undergraduate teaching of sociology. It establishes a pattern of experimentation in the teaching process as part of bringing rigor and significance to the teaching enterprise and attempts to increase the effectiveness by which undergraduate curriculum content can absorb and utilize the most advanced capabilities of the discipline. Finally, it seeks to institutionalize through these programs the commitment of the profession to undergraduate education.

Over 100 sociologists in universities, four-year colleges and community colleges are involved through the regionally organized task groups which form the project's working organization. This grass-roots involvement approach has caused faculty from widely differing institutions to identify common problems and to explore the special conditions of undergraduate teaching as they are related to various types of educational institutions. Initial formulation of guidelines, reports, and programs are developed and will be completed during the third year of the project. At the same time a resource facility is being developed which will provide a continuing service to teachers partly through the national office of the Association and partly through the ASA Sector on Undergraduate Education.

Probably the most significant, although indirect outcome of the project to date is the enthusiasm and commitment of those involved and the contagious consequences of this widespread mobilization throughout the discipline. Ranging from the publications of the Association to the expressed concerns of Chairs and faculty, undergraduate teaching has already achieved increased legitimacy. Through the project, teaching is beginning to be seen as an intellectual challenge, worthy of professional concern and commitment.

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Antioch School of Law
Washington, D.C.

There is growing concern within and outside of the legal profession about the quality and character of legal training. Critics are questioning the adequacy of admissions procedures, the gulf between the content of legal education and the demands of actual practice, and the lack of attention to professional ethics. Simply put, there is growing realization that it is necessary to focus on qualities and competencies in the selection, training and licensing of lawyers other than command of a specialized language.

One response to these concerns has been the creation of a new law school that embodies a totally different concept of legal training. Antioch School of Law is a private institution with a student body of about 375. Its student body might be described as non-traditional; 40 percent are women, one-third are non white, and the median age is over 25. The mix is a result of a radically different approach to admissions that deemphasizes Law School Admissions Test scores and focuses on competencies and attitudes related to effective legal practice.

The curriculum at Antioch emphasizes clinical experiences and the development of applied knowledge and practical skills such as interviewing, counseling, legal research and law office procedures. However, legal theory and legal analysis are not ignored. Instead there is a continuing effort to relate theory and practice through the integration of clinical experience and classroom training. The vehicle for this integration is the identification of essential legal competencies.

Although a tentative conception of the essential competencies was necessary to begin the program, the strategy at Antioch is to use the clinics for identification and operational definition of important competencies and then to use that knowledge to design the more formal aspects of the curriculum and the assessment procedures. Under a one-year grant from the Fund, Antioch worked on the problem of defining measurable performance objectives for some of the most important skills, developing new curricula components leading to their acquisition, and designing valid assessment procedures.

In the coming year this work will be continued. Performance objectives for interviewing, legal research, fact verification, negotiating, legal ethics, and other critical skills are being refined and the new assessment procedures are being tested in order to make them cost effective. The Clinics and the Professional Boards conducted at Antioch provide ideal settings for testing the assessment procedures. Manuals and materials are being produced for dissemination to other law schools. Antioch's program is the object of considerable interest, and components of the program are likely to find their way into the programs at many law schools.

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Association for Innovation in Higher Education
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Many students find that existing academic programs do not meet their needs. Over the past six years, the Association for Innovation has stimulated a variety of innovations in calendar and curriculum designed to more adequately serve such students. However, the small amount which can be accomplished during brief annual meetings, a newsletter and other such means, is insufficient. Through the "Academic Leadership Development Program (ALDP)" the means are provided to pursue innovative efforts on a more sustained, intensive basis within a number of institutions.

In this program, fifteen "Fellows" identified as respected teachers committed to the development of innovative programs, are being trained as facilitators of change. They are assisted in this process by means of a series of workshops and other scheduled interactions with resource persons, ALDP staff, and each other. During the 1976-77 academic year, planning and application procedures are being developed, Fellows are being selected, and an intensive ten-day workshop is being held. In September 1977, most Dellows will move to a host institution for an internship year, serving as facilitators of change, working with their faculty colleagues, students, administrators and others to develop realistic curricular innovations. During 1977-78, they will refine their plans, and have programs on the way to implementation by the end of the academic year. Their progress will be supported and evaluated by other Fellows, an Evaluation Consultant, and ALDP staff members.

Intended outcomes include the compilation of detailed information regarding students' needs on fifteen host institutions' campuses, and carefully drawn analyses of the extent to which existing academic programs meet those needs. Based upon these studies, a specific "Contract" will be drawn up by each Fellow indicating the program(s) he or she plans to work with others to develop and implement. A further outcome will be a significant involvement by a number of professional associations in the development of these innovative programs. Each Fellow will increase his or her skills as a change agent, and will also establish means whereby continued changed can be facilitated. Long-term outcomes grow naturally from those anticipated over a shorter period but also include greater "success" for students, that is, concrete evidence that students' programs incorporating the new curricula are more effective (in terms of learning), more enjoyable, and more useful to those learners.

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Bay de Noc Community College
Escanaba, Michigan

Michigan's Upper Peninsula, isolated between Lake Superior and Lake Michigan, is an economically underdeveloped region. Young people often have to go elsewhere for good jobs and certain types of specialty training, thus creating a continuing drain on the area's human resources. On the other hand, many job positions in specialty occupations, such as sign painting, office machine repairing, etc., often go unfilled for want of skilled persons. The project attempts to satisfy the regional manpower problem as well as prepare students for entry into the world of work.

The economics of this program will benefit the three main participants--the College, student and trainer. Instead of having to raise tax dollars for special school building and equipment, the program will use already existing private resources. In addition it provides contractors with manpower that they know has been properly trained because they have done the training themselves. Another benefit to this program is the open entry-open exit concept. A student can start in mid-year as opposed to starting with the fall semester which is generally considered as the start of the school year.

In order to prepare students for the industrial environment they will face outside the College service area, the College uses as a training ground those few local industries that best exemplify this environment. The educational program for these students is designed to provide a mix of college based course work with "on-the-job training" at the local industry. The course content and student evaluation procedures remain under the direction of the College instructional staff. The local industries provide the work environment and the practical experience that will allow the student to make the transition to an out-area, full-time employment setting. Approximately ninety students are currently enrolled in this cooperative program. Student cooperative assignments are scheduled on a semester basis, and the student spends approximately 20 to 30 hours per week in the industry setting.

Bay de Noc Community College hopes that this cooperative educational approach will greatly expand the effectiveness of its occupational education programs. In an area devoid of a broad industrial base, this program allows students to experience conditions in varying industrial settings that will transfer well to other regions.

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Berea College
Berea, Kentucky

The ability to prepare students for jobs within the traditional curriculum is a basic challenge to the undergraduate liberal arts college. To this end, the integration of practical work experience and the traditional disciplines of liberal arts and professional education is a common problem to all liberal arts colleges.

Berea College serves the low-income youth of Southern Appalachia. It has a long tradition of education through the joining of work and a liberal arts curriculum. All of its 1,400 students are required to participate in a work program featuring more than 1,600 listed job positions within a variety of organizations, such as public utilities, a hotel, several craft industries, agribusinesses, a newspaper, numerous service operations and the like. Beginning in September, 1976, and continuing for 18 months the project is developing the analytical framework and institutional practices needed to relate effective work experience and the traditional theoretical goals and values of the liberal arts.

Project activities include: (1) the design and maintenance of a curricular network among academic departments, focused on organizational career interest patterns, and designed to supplement existing majors; (2) the design and operation of a work-based experiential education Student Administrative Development Training Laboratory; (3) a work system inventory of student jobs supplementing the above; and (4) a system to integrate work managers of student jobs into the processes of the laboratory. The project features four integrating experiences for students: (1) the standard departmental major; (2) a further "specialization" drawn from exisitng theorectical and applied courses within other disciplines within the curriculum, and designed to supplement the major and interest pattern; (3) an experiential education training laboratory, focusing on administration, a requisite of all work organizations; and, (4) practical work, from which lab experiences are drawn.

Through the project, it is expected that an operating program of integrative experiential education and traditional liberal arts education will be available to interested colleges. Further, the program will be available for educational experimentation in the ongoing future. Finally, it is currently expected that the College will be able to provide program participation to 50-70 students each year.

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Bethel College
North Newton, Kansas

All over the country, small independent liberal arts colleges are facing declining enrollments, mounting bills and an uncertain future. Many students ask:

> "Why should I pay all of that money to go to a small school when I can get a good education at a public institution for a lot less?
>
> What do the small colleges offer in the way of courses and curriculum that compare to the wide range of educational programs that I can select at a large State University?"

Bethel College, a liberal arts institution in central Kansas with an enrollment of 600 students has been educating young Mennonites for nearly 100 years, and thinks it knows some ways to address the problems faced by small schools. The institution's faculty and administrators feel the program should continue in the future and that their approach can help other institutions faced with the problem of forming distinctive and useful roles.

Bethel is attempting to revitalize and strengthen itself by designing its curriculum and governance around a "unifying" theme based on its historical commitments. Bethel has chosen the theme of peace studies as the focus for its institutional mission. They are trying to make their values and philosophy more explicit to the world at large, as well as to the students and faculty who teach and learn at Bethel.

In 1974-75 the faculty at Bethel worked on redeveloping the curriculum and redesigning courses which emphasize peace studies. In 1975-76 a campus-wide committee reworked the governance philosophy of the college and made policy changes to reflect the institution's interest in the study of conflict management and resolution. In the final year of federal support, 1976-77, the college is working to solidify the gains made by recruiting "new" students interested in the peace theme, by developing new endowment resources to continue the program begun, and by offering short-term extension courses and non-credit conferences off campus.

The goal of this three-year project is to help Bethel reformulate the unique dimensions of the institution that have always existed, but in a less explicit way. Thus, the institution hopes to make clear to students, the alternatives they select when they choose to attend Bethel. By establishing its uniqueness, Bethel is contributing to the diversity among postsecondary institutions and offers a model to other small colleges that feel they also have unique roles.

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Bowling Green State University
Competency-based Undergraduate Education Center
Bowling Green, Ohio

General Education remains a concern of most undergraduate institutions. Yet, the substance of that concern has been diluted by recent trends in post-secondary education, including intensive pressure on students to select careers and specialize early in their undergraduate experience. Contemporary general education curricula might best be summarized as an olio of usually unrelated courses, among which students may haphazardly choose. The prime motivation for Bowling Green's Fund-related activity is the need to formulate general education's mission more cogently, to conduct research and experimentation on the capabilities general education should cultivate in students and to incorporate what is learned from such endeavors in a more coherent set of general education alternatives for students at Bowling Green and elsewhere.

The Competency-based Undergraduate Education (CUE) Center is one of three agencies performing Fund-related activities under the project. Two of these, the CUE Center and the University Division of General Studies, were established concurrently as a direct consequence of Fund support. The Division extends an earlier tradition of innovation at BGSU by establishing, maintaining and evaluating outcome-oriented general education curricula. The CUE Center sponsors research and experimentation about generic capabilities or competencies in the context provided by the Division. CUE also cooperates with other institutions in the attempt to clarify such constructs as critical thinking, problem solving and valuing. The CUE Center and the University Division jointly administer the third agency, the Academic Development Resource Center (ADRC), whose major function is to provide bibliographic assistance to instructors, researchers and developers across the country.

This Fall the project has launched a juried Publication Series addressing issues pertinent to outcome-oriented general education. The results of CUE Center-sponsored research are being reported in this series, together with evaluation reports of competency-based programs and bibliographic studies. Additionally, an Occasional Paper Series will probe the mission and purposes of general and competency-based education. The CUE Center has also initiated an ongoing cooperative relationship involving Bowling Green's Management Center, McBer and Company and the Owens-Illinois Corporation. The major feature of this relationship is a series of research projects aimed as ascertaining what, in terms of generic capability, seems to distinguish "superior" performers in a broad range of work contexts.

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Bucknell University
The Cross-Generational Program
Lewisburg, Pennsylvania

The Cross-Generational Program (CGP) evolving at Bucknell is a student-run program conceived by undergraduates who were concerned with improving their educational experiences and the life-style of the rural elderly. The CGP addresses the problem of age isolation; as groups, both elderly and students often find themselves in settings where peers are the only social contacts. As a result of this separation, the learning that could occur across generations is seldom realized. The CGP works at improving the learning process through effective interaction among faculty, students and older adults. In the past year, over 200 elderly, students and faculty have been actively engaged in program activities.

Activities aim at establishing a sound foundation of personal relationships and are directed at a particular intergenerational problem (such as improving communication) or a difficulty presented by the rural area (such as contacting and transporting a rural target population). Activities include attending social/cultural events and groups that meet weekly to discuss topics of interest. The CGP also has an "Outreach" component through which students contact isolated individuals; through a "Live-in" component, elderly live as guests in the program's university residence.

Fostering communication and trust plus testing the feasibility of housing elderly in university residences summarize the past year. Our data show that elderly in this particular rural setting are not primarily interested in living at the university for periods longer than two weeks. However, they do demonstrate an interest in attending plays, concerts and occasional classes. A hesitancy to attend more classes stems from a lack of self-confidence or an unfamiliarity with the classroom. Elderly are more comfortable in the role of a resource person working with individual students in an area of their expertise.

In order to better utilize elderly as resource persons, an "Older Teachers" component is developing over the next two years. A list of 30 elderly (along with former occupation, hobbies, and areas of specific interest or knowledge) is being prepared as a sourcebook for distribution to faculty, thus offering faculty the opportunity to invite older adults to class when topics match elderly interests. After this cautious introduction to the classroom in the student role, interested elderly will attend seminars designed to build confidence and teach skills necessary for giving short talks or presentations to a class. No time scale has been set for this process since it must proceed cautiously with constant feedback from older adults, faculty and students.

The proposed strategy should provide meaningful interactions across the generations while developing new roles for older adults. It is expected that this approach will encourage more faculty to take an active role in the program and help to institutionalize it. We expect students to benefit from an alternative education system that introduces personal perspective and experience to their study. Over the next two years, a twofold evaluation (quantitative and phenomenological) will be completed and the results published in a form that will describe the development of the program to serve as a manual for other universities interested in intergenerational work.

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Bunker Hill Community College
Charlestown, Massachusetts

A common problem facing post-secondary institutions is that of finding economical means for extending the opportunity for education to those adults and minorities in the community likely to be excluded from post-secondary education. In an era of constricting resources, an obvious first step is to design systems which can make use of existing resources beyond the institutions. While these resources broaden the base of the college's curricular impact, they generally require the creation of new administrative and program structures in order to be utilized effectively.

The focus of Fund supported activity at Bunker Hill is the Community Educational Services Program (CESP), which provides technical assistance and academic credit for education provided by community agencies and organizations.

The concept underlying CESP evolved during several years of experience gained in responding to requests from some 30 community agencies seeking assistance in the design and implementation of instructional programs. These agencies offer education programs for the in-service training of staff; the orientation of clients; or the education of affiliate groups such as board members, parents of children who are involved in agency programs, or community people indirectly affected by their programs.

Because of their oftentimes special relationship and involvement with their students, agency personnel frequently are the most appropriate educators. Hence CESP is based on the principle that as a preferred option, primary responsibility for community-based educational programs should remain with the agencies and not automatically revert to the college. The agencies, however, do need assistance in the clarification of educational objectives and the effective organizing of institutional programs. Further, few community-based programs lead to credentials recognized by colleges, universities and potential employers.

CESP provides a mechanism for college participation in the planning and critical evaluation of community-based programs. As such, the college role becomes one of contributing team member in a cooperative network of college and community educational services which lead to college credit for students successfully completing participating programs.

During the two years of Fund support, CESP will expand its current services to include additional agency participation, add counseling services to students, seek further clarification of institutional policy issues, analyze emerging professional and para-professional roles needed to operate and support CESP and prepare a program of faculty development to train faculty members in the role of community resource persons.

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The California State University and Colleges
Long Beach, California

Decreased faculty mobility, declining resources, changing student populations, and tenured-in faculties are all factors which confront institutions of higher education across the country. The 19 campuses of The California State University and Colleges system are no exception. With a faculty of nearly 17,000, the problems of faculty development are not readily resolved.

The Center for Professional Development was established in 1974 as an organizational structure to assist campuses individually and autonomously to develop programs of professional development. The primary function of the Center is one of linkage, identifying appropriate resource personnel for campus programs, bringing together representatives of various campuses with common problems, and securing external financial support.

A second function of the Center is monitoring of campus efforts. Nine of the campuses have programs of professional development. Each is designed to accommodate local needs and respond to local problems. These programs are viewed as pilots or models, and data concerning their respective successes and failures will have value for all campuses in the CSUC system.

The campuses associated with the Center range from large metropolitan universities with student enrollments of over 20,000 to small campuses serving 2,000 students in semi-rural settings. The models of professional development being implemented include: 1) the development of materials for use in improvement of instruction; 2) an effort to affect the organizational structure through a program for deans and departmental chairpersons; 3) comprehensive faculty oriented programs which are specifically designed to include the elements of personal, instructional, and leadership development; and 4) a carefully articulated plan of institutional renewal using faculty development as the prime vehicle.

During this third year of operation the Center is providing information on these models to all campuses in the CSUC system. By means of formative evaluation each campus is assessing its efforts and modifying its program as appropriate. To assist campuses in the design or redesign of programs, the Center produces technical reports and researches aspects of the interactions among faculty, campus, and system useful to the decision-making process. Examples of these types of data include: mechanisms of financing programs, data concerning intrinsic and extrinsic faculty motivation, rewards and honors provided for effective teaching, evaluation designs, and suggestions for using external consultants.

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University of California - "Strawberry Creek College"
Collegiate Seminar Program
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The rapid growth of large, multi-purpose institutions in the 60's led to some economies of scale which often assumed that all students had similar needs and could be satisfied with standardized course formats. Yet in the 70's some of these programs do not fit the needs of diversified student populations. At Berkeley, the prototype of a large university, the faculty and administration feel that through the institution's excellence in research, and its generally intellectual orientation, it has special resources and thus a special obligation to improve the education of its undergraduates. A program is being developed to give the undergraduate a wider choice of styles of learning than Berkeley now offers. The program addresses itself quite specifically to the plight of students (and faculty) in a large, urban, research-oriented institution, where even the architecture threatens to freeze education in patterns worked out decades ago.

The Collegiate Seminar Program (also known as "Strawberry Creek College") is an experimental, limited-enrollment program that has many aspects of a special undergraduate college. It offers to freshmen and sophomores on the Berkeley campus intensive study in small interdisciplinary seminars. The program's seminars are offered on changing subjects, mainly in humanities and social science, but including natural science as it affects human and social questions. Subjects for seminars are selected so as to fall within the research interests of faculty members, while having significance for the lives and values of students. As a rule the student participates in a different seminar each quarter. The seminar constitutes two thirds of the student's work for the quarter. Instead of surveying a broad area of received knowledge, each seminar, by focusing on a relatively new and unexplored problem, enables the student to learn the methods of investigation characteristic of different disciplines, and, to the extent reasonable, to conduct his or her own program of significant and innovative research. Course topics for Fall, 1976: "Formation of the Roles of Men and Women in Western Culture"; "Modern American Women: Conflict and Creation"; "Comparative Revolutions"; "The Food Crisis"; "European Colonialism in Literature, Film, and Anthropology"; "The Scientific Method and the Study of Human Beings." The faculty consists of five full professors and seven graduate Associates from different departments.

Strawberry Creek is beginning this year an experimental sponsorship of individual B.A. degree programs of an interdisciplinary character, involving special seminars in theory and history, an area of specialization, and a senior thesis designed to connect academic experience with professional or career goals.

The project is conducting a three-year test of the effectiveness of its approach, and offers a model to other large institutions that aim to be responsive to a diversity of student interest.

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University of California
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Like other institutions, the University of California at Davis has faced significant enrollment increases during the last decade. This increase has reduced the contact between faculty and students and has left far too few avenues of expression for original thought and creative student-initiated endeavors. It has also lead many students to believe that their role in the University is one of passive consumption of information rather than being an active participant in acquiring knowledge. A comprehensive survey taken on this campus last year showed that both students and faculty members ranked student-faculty contact as the most important factor in learning. Other learning factors deemed important by the students were self-directed study or independent study (81.5%) and special study (practical experience) offered in their program or major (76.6%). Nevertheless the majority of students need encouragement to develop purposeful relations with members of the faculty. This project seeks to promote these desired relations by providing financial and institutional support of student research projects so that these proposed special studies do not draw too much from an individual faculty's limited research funds and/or time.

The Student Center for Educational Research and Innovation (SCERI), inaugurated in the Fall of 1975, is designed to promote student initiative and institutional involvement in educational concerns by serving as a focus for educational innovation. This grant now makes it possible to promote and facilitate: 1) the encouragement and development of student initiated and directed educational activities; 2) workshops, student directed seminars, and group research projects dealing with academic issues; 3) assistance in creating new courses of current student interest in cooperation with other departments; 4) funding for student research requiring financial assistance; and 5) student involvement in faculty research and field work.

To meet these objectives SCERI is currently involved in counseling those undergraduates interested in self-initiated and group research projects. This process involves the clarification of the student's objectives regarding the project; help in securing a faculty sponsor with similar interests or research; aid in the completion of a written proposal and application for credit; providing financial assistance when necessary; over seeing and the evaluation of on going projects is also SCERI's responsibility.

SCERI is unique in that it is a student-initiated and student-managed organization which enables undergraduates to undertake projects on an experimental as well as long term basis. The Center encourages students to begin to fill perceived needs within the educational structure of the University as well as within their own educational program. It is SCERI's hope to effect constructive changes in the University community by providing direct channels for expression of student academic interests.

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University of California
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Due to the lack of descriptive information about educational options open to them, many students encounter extensive confusion when endeavoring to make pre-enrollment decisions. This problem is exaggerated for low-income and minority students whose information needs are not being met. Efforts such as the ongoing Fund National Project "Better Information for Student Choice," in which UC Irvine is participating, indicate confusion among students is largely the result of the failure of postsecondary institutions to develop and disseminate appropriate information along student-responsive lines. It is the responsiblity of those postsecondary institutions to provide high school and community college students, as well as their guidance counselors, with more complete guidance tools to assist students in vital decision-making processes.

In order to meet this need, UCI, in conjunction with the other eight University campuses and the Systemwide Office of the University of California, has instituted a two-year project to gather data on the informational needs of low-income minority students, to assess the adequacy of current publications and to address current needs by developing a Systemwide student Prospectus. The Prospectus will provide low-income and minority students with the information necessary to make informed choices from the educational options available to them. The first phase of Assisting Creative Consumer Evaluation of State-wide Systems (ACCESS) focuses on data collection, providing the answers to the following questions: What are the postsecondary education informational needs of minority and low-income students in California? How well are current University of California informational vehicles meeting those needs? And, is there demographic and attitudinal data which can be presented in a comparable manner for the nine UC campuses in order to provide minority and low-income students with an understanding of the commonalities and uniqueness of the UC system? The instrument used for gathering this information is patterned after the National Center for Higher Education Management Systems College Informational Needs Questionnaire. Twenty percent of all beginning low-income and minority freshmen and transfer students from each campus are to be queried. Additionally, responses are to be sought from high school seniors, continuing students, community college sophomores and guidance counselors from "feeder" high school and community colleges (totaling 6,075).

During the second year of the project, it is intended that a UC Systemwide Prospectus will be developed to meet the informational needs of low-income and minority students. The Prospectus will contain information which outlines the options available in California's public postsecondary system as well as comparative profiles of each of the University's nine campuses. Additionally, the Prospectus should provide a cost-effective model for other postsecondary educational systems desiring to increase their students' satisfaction with the overall educational experience.

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The Cowell Extramural Education and Community Service Program was formed in 1968 in response to requests from upper income students for more knowledge about the realities of low income America, and to requests from low income students for programs to bridge the gap of their background to the college campus. Like other institutions, Santa Cruz still faces the demand by students for more practical or "relevant" educational experiences which apply academic theory to the "real world." The insulated nature of the campus in its idyllic, contemplative setting has reinforced this demand for relevant external contact. The institution attracts mainly upper-class white students seldom exposed to the realities of poverty, cross-cultural interaction, or the basic issues of community development. Low income minority and low income white students coming to Santa Cruz find few factors with which they can identify, heightening their sense of alienation and fostering feelings of guilt about having deserted their home communities. This program brings together all types of students, the community, and the university in a field study service model format to address these needs.

Prior to their off-site field experience, students take a preparatory class entitled "Community Action and Social Change." The course concentrates on understanding the nature of poverty in America as well as the students' ethnocentricity. Students who complete the course may then apply for the full time field experience. An interviewing committee selects students and matches them with communities on the basis of their interests and skills. Following an orientation, the students then do volunteer work in the host community for 3 months while living with a community family. Students go into these low income communities and serve as tutors, lab technicians, aides, day care workers, or whatever role the community has designated. A five year commitment to communities requesting help is made. Upon returning to campus, students are debriefed; they also participate in an ongoing evaluation and become part of an "alumni" service to the program and the university community. The project thus provides a combination of academic study and experiential learning for the students while contributing to the immediate welfare of the communities served.

In sum, then, the objectives of the Program is to provide undergraduate students the opportunity to live and work in low income communities (after academic preparation and careful selection) under the supervision of local leaders. Long range goals relate to the presentation of the service model format as viable option in community work and the training of community members. In all its facets this Program is a continuous and mutual educational exchange.

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Catalyst
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Paradoxically, while there are more choices and expanded opportunities for women today, undergraduate women are still not being adequately motivated or realistically prepared to identify career paths commensurate with their abilities and needs. Upon graduation, they often do not find career paths open corresponding to their academic training, and many discover belatedly, an interest in fields they were never encouraged to investigate during their college years. Catalyst, a national organization concerned with the expansion of career opportunities for women, is aware of the difficulties young women face in career planning and with the problems colleges encounter handling these issues.

With Fund support over the next two years, Catalyst is developing a model training program offering teams of college personnel opportunities to acquire: awareness of career development problems of women; information about the needs and demands of the work sector; and resources for providing professional staff development that address the issues of women's career needs. The program is available to fifteen members of five postsecondary institutions within the New York metropolitan area. The design of the trimester program includes four formal units of instruction; small group discussions; contact with men and women involved in career pursuits (which college personnel usually have little opportunity to observe first-hand); sustained interaction with representatives of industry; consultation with specialists in professional staff training and career intervention policies and materials; field experience for experimentation with training practices; and supervised implementation of staff development programs on home campuses during the follow-up semester.

The model training is expected to produce the following short range outcomes: five teams of college personnel will have gained a specialized knowledge and understanding of women's career planning needs that are critical on the undergraduate level, and methods for overcoming current obstacles that prevent those needs from being met. The program is expected to enable college teams to utilize their insight, information and skills to instruct and train their colleagues and to effect constructive modifications of college policies, counseling and curricula at their respective institutions. A long range benefit will be the publication of a manual so that the project becomes a replicable model for undergraduate institutions throughout the country.

Ultimately, it is hoped that undergraduate women will experience a modified college environment that offers opportunities for self-exploration as related to career development, acquisition of current information about career fields, and an increased awareness of the importance of realistic career planning. Simultaneously, each postsecondary institution will gain in effectiveness vis-a-vis its responsibilities both to women and to the community.

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The Center for Human Potential
Elgin, Illinois

For many years, mental institutions were places where patients received only custodial care. Lacking behavioral "cures" for mental illness, employees did not need highly sophisticated skills to provide for patient maintenance. But now there is a strong national movement leading away from the chronic institutionalization of patients to alternative programs in their communities. With modern forms of patient assessment and treatment, patients can be equipped with coping skills that can enable them to lead productive lives outside the walls of institutions. Many mental health workers who "grew up" with the custodial model of treatment never received any formal training during their careers. Now they are faced with new challenges--career ladders providing for promotions for increased skills, new forms of therapy they are called upon to help carry out, and organizational innovations providing them casework responsibilities and team approaches to patient care. These workers lack the time and resources to return to formal schooling in traditional disciplines, and states generally lack the resources to underwrite costs of formal academic enrichment programs. Thus, these workers face dead-end careers and mental health facilities lose momentum in their effort to provide effective therapeutic programs for patients. The result is a high rate of employee turnover and a discouraging waste of human resources.

Several years ago, the Elgin Mental Health Center began to address this problem by organizing mental health workers into ward-based teams so they could learn from one another and spend more time in therapeutic activities. As a result of this change, the morale of the workers markedly increased and the discharge rate of "chronic incurable" patients suddenly soared. With the assistance of a Fund grant beginning in 1974, Elgin is identifying actual job competencies required for mental health worker roles, thereby developing performance-based career ladders for employees.

Task forces of Elgin employees have analyzed tasks and job roles. The task force members were trained in these functions at the Center for Human Potential, which arranged for college credit for their work from Northeastern Illinois University in Chicago. A series of additional activities have led to the development of a competency-based, in-service curriculum for three levels of employees engaged in direct patient-care activities. Now, performance-based job criteria constitute the employees' job and training expectations. In the third year, the Hospital will assess the effectiveness of the pilot model, refine and complete the curricula and expand the training hospital-wide so all training and promotions are on a performance base.

Thus, the program has the impact of improving the quality of patient service while simultaneously creating career mobility opportunities for workers. The work being done is of special interest because it is a work-based, performance model which will eventually award college credit for employees' competencies. The competencies identified in the program and their sequencing along the existing career ladder should be especially useful and important at a time when human services are integrated into state "umbrella agencies." The program has already disseminated sets of its modules to 53 institutions in 21 states.

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Citizens Policy Center
OPEN ROAD
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Large numbers of California's young people are leaving high school unsatisfied with their education, not having had the chance to create and work on things they consider worthwile. They depart without having had that basic experience which develops competence and perception. What happens to these people? We see an enormous milling process. Some go onto post-secondary education, but with a lack of motivation or direction. Others just try to "stay afloat", moving between temporary jobs and unemployment compensation, supplemented by food stamps. Still others move towards crime and delinquency. This disfunctional milling process finds many young people taking much more from communities than they can give.

Currently operating in four California counties, OPEN ROAD/NEW JOBS is placing three hundred young people in training and learning settings where they work closely with someone they respect while learning and doing something they consider worthwhile. The participants, age 16-25, come from a wide range of educational, ethnic and class backgrounds. In this experiential program young people can develop personal perspective, skills, and interest in continuing education. In two hundred placements minimum wage subsidies are provided for six months. (The project is now beginning to seek additional unsubsidized jobs and expects a major expansion in this area.)

The Fund for the Improvement of Post Secondary Education has enabled each participating county to have a Career Consultant who works with the NEW JOBS staff to (1) Review, and where possible, enhance the learning process taking place among NEW JOBS participants; (2) Help keep attrition rates low by early resolution of placement problems in consultation and negotiation with participants and sponsors; (3) Help participants build bridges from their current experience to next points in their education and career development; and (4) Help young staff members and participants assume greater responsibility for the project.

The work of the Career Consultant will result in new, creative education-work relationships in each of our four counties. The Consultant is building personalized network of contact and resource persons to help build next steps in education and career development. As placement problems arise the Career Consultants use intensive and early consultation among participants, sponsors and coordinators to maximize learning in the project. In group sessions with the Career Consultant, participants are able to share experiences, deal with common problems and discuss ways to enrich their learning. And while the Career Consultants help participants focus on personal "next steps" beyond New Jobs, they also help transfer some of their own responsibilities to younger people by: training interns; helping to train staff teams of young people, and encouraging participants in group sessions to find ways of taking greater responsibility for themselves.

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Clark University
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College is an instrument of transition from one lifestage to another, regardless of the age of the student. It is a time for deepening, broadening and setting in context the range of human experience. The purpose of this program is to provide a means by which adult students may may better associate learning that occurs in their various roles as citizens, workers, parents, husbands, wives, participants in the political system, and in all the other aspects of existence, with the knowledge that makes up the curriculum in higher education. This program is part of (COPACE) the newly formed college of Professional and Continuing Education.

The pilot project will work essentially as follows:

- Participating students will enroll in special project seminars in both semesters of the academic year. In these seminars, students will work on individual projects for which they can be awarded additional credit upon evaluation by Clark faculty.
- The work embodied in these projects will be documented in appropriate form in portfolios. The portfolios may represent reflection upon any type of life experience that can be verified through evaluation as a legitimate learning experience related in some way to the purposes of academic leaning.
- Support for this work will be provided by Project Staff and by faculty from the various disciplines.
- The per-credit-hour charge for credits earned in this way will be less than half the standard tuition. During this pilot year, the project will be operated with many of its procedures not fully formed. Students in the pilot group will participate with faculty and administrators in working on the project plans. Particular attention will be paid to assisting faculty to participate actively in an unconventional academic program.

A successful outcome to this project will mean that it will be installed in the following academic year as a regular part of the COPACE program. In its permanent form, students would enroll in Seminars at intervals of some 30-45 credit hours, allowing considerable time for portfolio development. These seminars would total 12 credit hours. As much as 18 hours of experiential credit over a standard undergraduate degree program might be obtained through this means. The aggregate of 30 hours credit would constitute one fourth the total hours required for a bachelor's degree, and would lower the total cost of a degree by about 10 per cent. The model developed will begin to show us how a typical four-year liberal arts college can truly accomodate itself to adult learners.

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Clearinghouse for Community Based Free Standing Post-Secondary Educational Institutions (CBFSI)

The Clearinghouse for Community Based Free Standing Post-Secondary Educational Institutions (CBFSI's) is a new national effort established by CBFSI's to work together on common concerns and problems.

The Clearinghouse for CBFSI's results from the collaborative efforts of several CBFSI's which began at the FIPSE Project Directors Meeting at Airlie House in the fall of 1974. Several project directors realized we shared a number of mutual concerns and decided to work together. In 1975, the Federation of Southern Cooperatives, a member CBFSI, was funded by FIPSE as agent for a grant of $35,000 to "assess the problems and potentials of community based educational efforts." Out of the task force meetings under this program came a desire by the participants to create a more permanent organization to represent the interests and work for the solution of problems of CBFSI's.

The association of CBFSI's brings together geographically dispersed and ethnically and culturally diverse groups, which have found a mechanism through community based education, to foster and improve the lives of individuals and communities. An initial survey of the participating CBFSI's indicates that they have served 10,548 clients of whom 3,223 are currently enrolled. The greater impact of the CBFSI's will go beyond a consideration of the number served to include a qualitative impact on the post-secondary community. The CBFSI's share certain common characteristics including: cost effectiveness, customized instruction that is learner centered, advocacy for change and development within a community and the potential for impact on the post-secondary educational community.

The FIPSE project will enable the member CBFSIs to engage in joint programmatic efforts designed to assist them to overcome the problems which each alone cannot solve. We will attempt, during our initial year, to involve 30-50 CBFSI's across the nation in the Clearinghouse. The project includes three programmatic components: 1. communicating and interchanging of ideas, materials, curricula, etc.; 2. providing technical assistance to existing and emerging CBFSI's; and 3. conducting an impact study and a continuing evaluation of CBFSI's.

The project will develop more effective communication linkages among CBFSI's. It will also develop and implement joint strategies for solving problems common to such community based agencies. Hopefully, the mutual assistance efforts of the CBFSI project will not only strengthen the member institutions but also build a capacity to assist in the development of new community institutions.

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Cleveland Commission on Higher Education
Educational Consulting Study
Cleveland, Ohio

Recent studies on educational outcomes raise substantial doubts about postsecondary education's success in fostering learning for the majority of its students. Principally at issue is the effectiveness of collegiate teaching. Do most faculty systematically work to set up appropriate conditions for learning? Do they know how to do so? If they know how, do they find it worth their while professionally to implement that knowledge through active, persistent instructional experimentation? Unfortunately, the answers to these questions are negative. Most faculty do not approach the processes of teaching and learning systematically. They seldom receive training in instructional design and are unfamiliar generally with the relevant literature. For very many of those who have the requisite knowledge and skills, there are very substantial risks to professional career development in devoting the time necessary to apply them--students, colleagues and administrators tend not to reinforce their efforts.

The Educational Consulting Study was formed in 1974 to address this challenge as it affects the 23 institutions of postsecondary education in northeast Ohio. Presently supported by the Fund, the W.K. Kellogg Foundation and the Cleveland Foundation, the organization provides a variety of training and consulting services to both faculty and administrators who are committed to improve the conditions for learning and, as important, the conditions for teaching on their own campuses. Such services include administration of needs assessment surveys with respect to the state of professional development in teaching; planning and administering regional and campus-based training workshops (including a week-long College Teaching Summer Institute) on aspects of systematic instructional design; planning and administering management development workshops centering on the support of the teaching function; short- and long-term consultative assistance to faculty and administrators around planning, implementing and assessing professional development programs and support systems. ECS works principally through a small central professional staff and a network of skilled consultant/trainers it is building in northeast Ohio.

The major goal of the project is to increase the probabilities that the majority of students at area institutions will master learning objectives at respectable levels by increasing the likelihood that significant numbers of faculty will commit their energies to building conducive learning environments within their courses and curricula. ECS hopes to demonstrate, through successful pilot programs at several area institutions, that the most direct and effective way to accomplish this is to harness instructional development efforts systematically to organizational development processes. ECS believes that institutional policies and behaviors must be reworked to support the teaching function before long-term improvements will occur. ECS intends to generate data about the validity of the proposition, already elaborated in several ECS publications.

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City University of New York (CUNY)
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The increase in the number of adult working women, the change in women's perceptions of their role as housewives, and women's own needs to participate more fully in their communities necessitate the development of programs that will enable adult women to continue their education. This constituency needs the opportunity to make the transition from work in the home to work outside the home on either a paid or volunteer basis.

Project Chance seeks to challenge the assumptions of a traditional curriculum and to demonstrate new approaches for attracting, educating, and evaluating a new student population. The major components of the program are academic, counseling, and research, offering a variety of curricula and providing services designed to meet the needs of groups whose background gives them experience without providing academic credentials.

The academic component integrates theoretical materials with the life experience of adult women in order to prepare them to enroll in degree programs, improve skills for the labor market, and obtain a broad understanding of community issues. The project will adapt and test an ETS model (developed on another Fund grant) to assess competencies from domestic and volunteer work for applicability in college credit programs. The courses include non-credit and credit courses, given both on the Brooklyn College campus and at various sites in the community. A Community Advisory Board representing the diversity of ethnic groups and neighborhoods in Brooklyn is integral to the Project, assisting in both the selection of sites and in the design of courses to meet the particular needs of women at a given site. The courses are taught by both Project staff and Brooklyn College faculty. Using a self-help approach, the counseling component adapts and integrates into the academic program comprehensive support services such as peer counseling groups and growth workshops. Through the research component Project participants are involved in an ongoing effort at needs analysis and program planning.

The project will integrate adult women into the academic community while it develops models applicable to the general institutional context through 1) new user initiated learner centered curricula and methodology for material development and evaluative procedures; 2) procedures designed to meet varying individual vocational and academic goals through site scheduling and variation; and 3) comprehensive low-cost orientation procedure including pre- and post-admission.

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City University of New York (CUNY)
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Academic collective bargaining has engendered considerable study, speculation and debate about its implications for postsecondary education in general, but little attention has been focused on its particular consequences for students. Many observers have predicted eventual student involvement of some kind in the bargaining process, but such predictions have usually been based more on an intuitive sense of inevitability, than on a systematic analysis of factors that would indicate where and why and how that involvement might ultimately come about.

The University Student Senate of CUNY began the Research Project on Students and Collective Bargaining in 1974 to take an objective look at the issue of the college student and academic collective bargaining. With the assistance of a National Advisory Board work has been underway for over two years. The Project has looked at: (1) the historical context of student involvement in collective bargaining; (2) why certain events/attitudes developed and the potential impact on certain issues in which students have a particular interest, such as tuition policies and governance systems; and (3) a synthesis and analysis of the other activities including asking some speculative questions.

A project report is now in preparation and will be available in the fall of 1976. This report includes an analysis of faculty collective bargaining's impact on students and reviews student responses to academic contract negotiations, including demands for a third-party role in the process. Over a hundred faculty contracts are surveyed for provisions that relate to governance, evaluation, and tuition. Several case studies discuss student strategies for influencing the course of contract negotiations at different kinds of postsecondary institutions.

The Project recently held three regional conferences which were co-sponsored by the Education Commission of the States and the American Association for Higher Education which included an experiment by conducting a bargaining simulation as the heart of each meeting.

The major goal of the Project has been to foster dialogue about the impact of academic bargaining on postsecondary students, and to encourage further research and development on the question of student involvement in the bargaining process. To this end the Project has been involved with conducting dozens of workshops and conferences throughout the country. A newsletter has been a useful medium in reaching those who are interested in this subject. Inquiries have been received by many national organizations, student groups, legislators and their staffs, administrators and faculty alike.

The Project is now involved in evaluating itself and developing a plan for transition as it moves to redefine its role and mission.

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Colegio Cesar Chavez
Mt. Angel, Oregon

Traditional education has produced a high rate of failure among Mexican-American students in Oregon. The statistics show that 65 percent of the Chicano students in Oregon fail to graduate from high school. Failure in public schools, in turn, leads to disqualification from higher education. While Chicano students comprise 1.7 percent of the elementary and high school enrollment in Oregon, they make up only 0.1 percent of the state's college enrollment. Colegio Cesar Chavez is presently trying to arrest this trend of academic failure among Chicano students. The Colegio provides many Chicano students who would have dropped out of the education system (over 53 precent of the students who attend the Colegio would not be attending elsewhere if the Colegio was closed) with an opportunity for higher learning However, many of the students who come to the Colegio have difficulty excelling because of past experiences in the traditional education system. These difficulties are attributable to three factors that have contributed to the high rate of failure among Chicano students: 1) A lack of cultural pluralism in traditional education; 2) A sense of incompetence and impotency among Chicano students; and 3) A high degree of field dependency in learning situations among Chicano students.

During the academic year 1976-77, Colegio Cesar Chavez will be using the Fund grant to support a community-based, family-modeled, peer counseling system to deal with learning difficulties stemming from the factors outlined above. This counseling system will consist of twenty students, each having a counseling team made up of a Core Faculty member, two Adjunct (community based) Faculty members, and a Student Peer. Within the counseling team setting, students and teachers together will learn how to understand and deal with learning problems through the use of a bicultural perspective on learning problems and their solution.

Both qualitative (observations) and quantitative (attitude scores) methods will be employed to measure the expected outcomes, i.e., higher sel-esteem, academic progress, development of bicultural perspective, and development of field independency. A comparison will be made between students in the counseling teams and a control group of students not subjected to the counseling team experience on the basis of the expected outcomes listed above. Also, counseling sessions at different times (fall, winter, spring) during the year will be video taped for purposes of determining progress towards the expected outcomes. At project's end, the results of these activities will be analyzed and a report distributed.

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Colegio de la Tierra
Del Rey, California

One of the biggest problems that educators in the United States still face is illiteracy. Reports and statistics show an alarmingly high number of students who cannot write a one-page composition. The particular problem we face, as rural Chicanos, is that we are an educationally excluded group. The language taught in schools does not reflect our lives. Therefore, we have trouble learning the language. There are four major problems with the conventional schools' approach: the first is the use of learning materials which have almost nothing to do with the learner's socio-cultural reality; the second is the use of a method of instruction in which words are emptied of their concreteness and become hollow and alienting; The third is the use of evaluation methods in which the measurement of learning is not used as a guide post for directing further learning but instead is only used for grading the students; and the fourth is the lack of understanding of what Paulo Freire calls the "Profound significance of language" in which the literacy process is viewed as "freeing" men from the "sickness of illiteracy or semi-illiteracy."

The project is affecting 80 students enrolled at our two-year community college. Three persons have been hired by the grant, who along with the rest of the faculty, are implementing a language skills program specifically designed to meet the educational needs of the rural Chicano. The first part of the project included extensive gathering of socio-cultural background data. Based on the findings, we are producing images and carefully selecting words, phrases and sayings. We are using these images and words to enter into dialogue within the classroom. Our dialogue is leading us to expand the connotations of those images and words. We will eventually produce readers, writing manuals, evaluation instruments and an instructional approach which is based on a teacher-student relationship, together entering the learning process as "equal-knowing" subjects.

Expected outcomes have several dimensions: 1. KNOWLEDGE--the students will be able to grasp and interpret the empirical dimensions of their reality through the process of "authentic dialogue" with instructors and other students; 2. COMPREHENSION--the students will learn to translate visual symbols and images into written and verbal terms, using the process of "de-codification"; 3. SYNTHESIS--the student will be able to see the relationships between the "elements of language", the "basis for thought" and the "impetus for action"; 4. ANALYSIS--the students will develop their ability to recognize the difference between learning materials and learning situations which are relevant to their socio-cultural reality, and those which are not; 5. APPLICATION--the students will be able to apply "real and concrete" existential situations of their social reality to the plots and themes of reading lessons; 6. PSYCHO-MOTOR--the students will raise their level of writing skills competence (as predetermined by the institution) using proper organization of ideas, words and statements; and 7. EVALUATION--students will be able to evaluate the effectiveness of the language skills program at Colegio de la Tierra in verbal terms as members of a group, and in written terms on their own.

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College for Human Services
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For the past four years, the College for Human Services has been developing a third major alternative to higher education namely, performance based professional education. Through this process it has become clear that the old models of assessing student learning are no longer sutiable and that a new methodology must be designed. With the grant from the Fund the College is designing such a new methodology developed around the constructive action.

The Constructive Action Methodology - Successful completion of the professional program requires demonstrated competence in eight Crystals, as assessed across five dimensions of performance. Professional competence is developed and assessed in a new educational context -- the Constructive Action. This is a major piece of service delivery planned for and with citizens (clients), and it is assessed by citizens, agency supervisors, College faculty and the studenst, themselves. Eight Constructive Actions, one for each Crystal, document the quality of student performance, i.e. is he/she providing service which meets the citizen's needs and helps the citizen gain skills needed for his/her own decision making and problem solving?

The College is evaluating the effectiveness of the Constructive Action (CA) methodology in two ways: 1) direct study of CHS student-practitioners as they carry out their Constructive Actions and 2) evaluation of the adaptability of the CA methodology to human service systems nation-wide. This evaluative approach enables the college to record the strengths and weaknesses of the CA method and to assess it as a major new professional modality for training and evaluating performance. The College is beginning to isolate in the CA process, the phases of professional human service skill development. These include the practitioner's growing ability to marshall and organize agency resources, to adapt and change techniques and methods as required and to pass self-help skills on to the client.

Adaptation - Interest in the College's methodology has spread through participation in national and international conferences and meetings as well as through journal articles and visits to the College. In response to this interest, CHS has begun to adapt its model to major human service systems in various parts of the country. Last year, major preparatory work was launched at Lincoln University in Pa.; Case Western Reserve, School of Medicine and the University of Massachusetts At Amherst. Possible future adaptations are being discussed with the Florida Health and Rehabilitative Services Dept. and various California and Texas human service systems. In 1977-78, we paln to increase contacts with major human service systems, conferences on the Constructive Action methodology and in-service training of agency personnel.

By the end of 1977, the College should be ready to document the effectiveness of the Constructive Action approach 1) as a major new professional methodology for improving the quality of service delivery, 2) for the education of human service professionals and citizen-clients, 4) for empowering citizens as co-providers of service and 5) for establishing the boundaries of the new profession of human service.

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Connors State College
Warner, Oklahoma

One of the most pressing problems facing community colleges is changing the various curriculum programs fast enough to keep up with the job market fluctuations of their service area. Each associate level degree program a college initiates involves six months to two years time in gaining approval by governing boards and in properly becoming operational. Students who enter and graduate from such programs invest three to five years in preparation and then face difficulties locating employment because the job market is filled.

Connors State College realizing this problem and with the aid of the Fund has initiated a two-year project to allow versatility and adaptability within the Associate Degree Program. Students entering this project, "Individual Degree Packets," meet with a counselor and decide upon a career goal. The counselor locates an expert in the chosen career. The Placement Office does its best to locate related employment and when a student graduates, he or she receives an A.A.S. Degree and has two years of on-the-job experience. This program answers the students need for relevant and practical course work as well as the specific employment qualifications.

Although this project is designed primarily for the older, mature student, it is expected to provide a relevant and adaptable framework within most associate level degree plans. Other community colleges in Oklahoma are interested in this model. Connors is also articulating the A.A.S. programs with those of 4-year colleges, so that students who wish can easily continue their education. The project involves the student, the college, and the community in a cooperative arrangement that reduces gaps in knowledge and employment markets.

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Consortium of the North Country Learning Centers
Conway, New Hampshire

The North Country of New Hampshire is an economically depressed area which is mountainous and sparsely populated. Over 14 percent of the total population of 107,453 (spread over 5,500 square miles) is unemployed, and a large number live in poverty. In 1971 Tri-County CAP conducted a needs survey in the North Country and found that the primary needs are economic development and education. However, many of the people are not close to educational institutions, few can afford them, and even if they could, many psychological barriers deter low-income people from becoming involved in educational programs. In response to this need, three Learning Centers were started in 1972 by Tri-County CAP and the Jefferson Center Foundation to focus on the needs of the low-income population.

The Learning Centers presently have 275 students, 12 staff members and offer a total of 40 courses. Two degree programs are available -- a Bachelor of Arts degree and an Associate of Arts degree. A third program, the Outreach Program, is designed for people who wish to continue their education, but who have no desire for degrees. The Learning Centers develop contracts with students so that students and advisors design individualized programs of study which may include combinations of learning, on-the-job training, internships, etc. Courses at the Centers are developed at Class Planning Days where the community-at-large participates in defining needs and interests. A coordinator then takes these ideas and finds suitable teachers and facilities. There is a strong community service orientation at the Centers, and ties with various community agencies. Each of the Centers is committed to a learner mix that includes at least 50 percent low-income individuals.

The Learning Centers wish to win full and official endorsement within the State as a legitimate alternative to the on-campus university system and the vocational technical system. Although grass roots organizations such as the Learning Centers have stabilized and gained some recognition, they have not yet gained full "entry" into the State system of higher education and the financial security that recognition brings.

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Cooperating Raleigh Colleges
Raleigh, North Carolina

The Wake County area of North Carolina is educationally served by six institutions which comprise the Cooperating Raleigh Colleges, a state Technical Institute, and a number of proprietary schools. Large numbers of adults who have never completed high school, women, unemployed adults, retired persons and others desiring some type of postsecondary education seek a centralized source of information about the programs available to them. To overcome the fragmented nature of information on postsecondary education and the reluctance people have in approaching formal institutions, the Adult Learning Information Center has been established by the Cooperating Raleigh Colleges and Wake County Public Libraries to serve as collector and disseminator of information concerning all postsecondary education in the area.

The Center, physically located in the main library of the Wake County Public Libraries' system, and fifteen branch libraries are responding to telephone and walk-in inquiries during the 76.5 hours of library operation. The major objective of the Center is to provide services to adults in Wake County in three areas: the provision of accurate information about learning opportunities; referral to specific agencies and individuals providing services; and when needed or desired, the opportunity to explore educational alternatives with a counselor.

In the first year of operation a staff was hired consisting of a counselor/coordinator, a library assistant and a clerk/typist. Resource material concerning postsecondary educational programs in the area has been collected and organized for easy retrieval. This information has been distributed in booklet form to various schools, libraries, agencies and counseling centers throughout the area. During the first eleven months of its existence, the Center had over 2,000 individual contacts, and reached an additional 1,100 adults through program presentations. Approximately 170 agencies and individuals were contacted as resource and referral sources.

In the second year, efforts will be directed toward improvement of the information and services available to the 250,000 citizens of Wake County. Follow-up data will continue to be collected to determine the long range effects of the services provided by the project. As a means of extending these services to a wider public, the Center is planning to sponsor events through which representatives from the various educational groups will be in a centralized location to provide specific information. By the formation of an advisory council, a longer range purpose of the Center, to bring together area institutions to assess the needs of the community, to coordinate activities and to develop new programs as they are needed is beginning to evolve. Through cooperative planning, the project hopes to better serve the public and the postsecondary community.

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Corrections Clearinghouse
Olympia, Washington

Lack of legitimate career opportunities and resulting financial instability are major factors contributing to a revolving door cycle of offense/incarceration/ release/re-offense and further incarceration.

The above statement is reflective of the opinion of many penologists and vocational education experts throughout the United States and abroad who agree that ex-offenders can derive benefit from ability assessment, employment orientation, job sampling, career awareness counseling, and postsecondary academic or vocational instruction. Most ex-offenders lack the experiences, resources, and assistance necessary to make appropriate and rewarding career choices and, for the most part, have had a difficult time in being "successful" in a traditional educational setting. Existing resources and assistance do not meet the needs of ex-offenders in the correctional institutions and/or communities due to budgetary priorities and lack of sensitivity to the particular needs of this population group.

The purpose of the "Ex-Offender Career Awareness Project" is to make available to 120 institutional residents and ex-offenders in the community a broad range of career planning services and to evaluate the resulting outcomes for this target population.

Selected clients are enrolled in a four to six-week specialized career sampling prevocational course developed to help persons choose among possible career goals. This course, through a series of short-term experiences, exposes the enrollee to a variety of educational programs, training programs and/or job skill areas. During this career sampling course, clients have access to the Washington Occupational Information Service (WOIS) Career Information System, which utilizes a client operated terminal to match clients' interests with up-to-date information on various career areas, labor market information and listings of courses available in the various educational institutions throughout the state. In addition to the utilization of the Career Information System and first-hand experiences in different occupational areas, the course curriculum includes components in survival skills, communication skills, consumer education, GATB testing, attitude adjustment, and job seeking skills.

At least 60% minority enrollment in project activities will be maintained due to the fact that the proportion of ethnic and racial minorities within the Washington correctional population is far greater than that in the state population in general. As a result of the project, a minimum of 90 program participants will be directly placed in educational and/or employment programs and numerous other persons will be served.

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The Council of Graduate Schools in the United States
Washington, D.C.

Graduate deans and department chairmen are well aware of the need for periodic and systematic reviews of the quality of their programs as they adapt to changes within the university, stimulate the improvement and renewal of existing programs, and respond to external concerns. However, there is very little guidance available to help them with this task. They want to know how to identify aspects of programs that need to be improved, monitor changes in quality associated with changes in a program's resources or structure, and estimate the quality of one program in relation to another. They are also concerned about state-initiated systems of program review that appear to ignore quality, or that accept without question the adequacy of reputational ratings as measures of program excellence.

The Council and Educational Testing Service have just completed a major study in this area, with funds from the National Science Foundation. The project developed and pilot tested procedures to assess program characteristics such as faculty training and performance, student ability and performance, the learning environment, and alumni achievements in departments of chemistry, history, and psychology at 25 universities. Particular attention was given to program purposes, assessment procedures that would be appropriate for use in a number of disciplines, and the relationship between multiple indicators of quality and peer ratings. The Fund is supporting dissemination of the research results through the preparation and distribution of non-technical reports of the study's findings and the conduct of regional conferences to explore ways in which improved assessment procedures can be used to strengthen graduate programs, contribute to better policy decisions, and expand information to prospective students.

The project is designed to broaden awareness of issues and possibilities concerning the assessment of quality in graduate education, encourage the adoption of some procedures for program review that will make possible comparison of programs within and across disciplines, and reduce the duplication of effort by individual institutions and states in the review of individual programs. If the conferences and other discussions result in reasonable consensus about the uses of suggested measures, the Council will summarize and disseminate these recommendations near the end of the project.

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District of Columbia Public Schools
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Many students within the District of Columbia Public School System are entering their senior year of high school with the major portion of their academic requirements already completed. Because these students have finished the most challenging course offerings and are still time-bound to graduation dates before they are allowed to progress to higher education, they go through the senior year at a steadily increasing level of frustration. As a result of this trend, the school system, in cooperation with Howard University and Washington Technical Institute, has been exploring ways to accelerate a student's educational progress and performance level through early exploration of postsecondary education. The intent of the project is to develop a structural alternative to the traditional pattern, changing from a grade 3 through 12 pattern to a more flexible grade 8 through 16 configuration.

The alliance between the D.C. Public Schools, Howard University, College of Liberal Arts and Washington Technical Institute allows the delivery of postsecondary programs of study to highly motivated secondary school students who have completed the junior year requirements. They enroll as full-time students on the campuses of the colleges.

Since the initiation of the agreement, sixty students successfully completed one-half year of work at Washington Technical Institute last fall. Sixty more students are registered this fall for the entire year, in addition to twenty students who will begin a full year of study at Howard University.

Additionally, the College Internship Program in the D.C. Public Schools has organized a planning committee to address the issues involved in other postsecondary alternative programs for high school seniors. One major issue is the feasibility of using public school funds to support a student's first year in a public or private college. The committee is also addressing concerns regarding student selection, impact on school budget, and issues of policy which will govern participants of alternative programs.

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Eagleville Hospital and Rehabilitation Center
Eagleville, Pennsylvania (with Lincoln University, Oxford, Pennsylvania)

In the past two decades a new category of worker has emerged in the human services: mostly poor, from minority groups, and for the most part with little formal educational background. A significant portion of this large group of human service workers have become highly skilled practitioners. Some of them are trainers and supervisors. In some human service fields, in the addictions for example, they have been the pioneers. Yet, because of the inability or unwillingness of professional schools to credit their proven skills and knowledge and because a baccalaureate degree is almost invariably a condition of entry, these workers have been denied access. This has effectively denied them the kind of acceptable credentialling that only these institutions can offer. The result has been an unfair consigning of these skilled and experience-proven human service workers to the ranks of a nether class--"paraprofessionals." In addition it has blocked agencies from advancing them into decision-making roles, thus shutting off their unique contributions in making human service bureaucracies more responsive to the needs of the citizens they serve.

The Eagleville-Lincoln Masters Program in Human Services, initiated by Eagleville Hospital and Rehabilitation Center, the largest combined alcohol and drug treatment program in Pennsylvania and a national training and research center, is a response to this problem. Together with Lincoln University, the oldest Black university in the country, and joined by seven other agencies from four human service systems (alcohol, drugs, criminal justice and mental health), the hospital is developing, teaching, and assessing a performance based generic program in the human services leading to a Masters Degree. This program admits students on the basis of proven experience and the requisite academic skills rather than the mere possession of an academic degree. The program focuses on the integration of theory and practice; both are equally valued. Students' success is measured by demonstrating ability to apply theory to practice. The job situation is structured by the work supervisors and the classroom teachers to provide the maximum learning opportunities and to test this learning.

The design of the program is based on the pioneering model developed by the College of Human Services in New York City. The program is beginning with a pilot class of fifty students, all full-time employees of the participating agencies. Classes are held on Saturdays and one evening a week. The faculty consists of eight full-time and part-time Lincoln University teachers and an adjunct faculty of twenty work supervisors in the agencies. There are weekly integration seminars of the combined academic and work faculty. The program is designed to be accomplished in five semesters. In addition to Eagleville and Lincoln, the following agencies are in the program: Philadelphia Parole and Probation, Montgomery County Emergency Service, Gaudenzia House, Inc., Pottstown Drug Abuse, Albert Einstein Community Mental Health Center, and State of Delaware Substance Abuse Program.

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East Harlem Block Schools
East Harlem, New York

Until recently, parents were not viewed as contributors in the education of their children. They were excluded from the classroom and overlooked as potential resources to teachers who must fulfill the many demands of teaching. For the parents who have now started serving as paraprofessionals in the classroom, and have demonstrated the value of their work, there is no way to recognize their competence or build on the career experience that they have gained. State Departments still require credentials as the formal basis for teaching. For the many adults who have contributed their time and effort as paraprofessionals, investing in an undergraduate program is neither fiscally feasible nor practical in terms of the time required to complete a four year program.

In 1965, the East Harlem Block Schools, a non-profit organization, was started by parents who were unhappy with their children's education in public schools. The Block Schools have grown to two nurseries, an elementary school (grades 1-8), 25 professional teachers, 40 non-degree holders and a number of parent volunteers. In addition to providing better instruction for their children, the Block Schools is concerned about developing practical programs for teachers based on how effectively one teaches, rather than how long a person spends as a student in the classroom learning theoretical concepts. Through a special arrangement with Bank Street College of Education, and on the basis of demonstrated competencies, staff members of the Block Schools can earn up to 30 undergraduate education credits plus six more for supervised practice teaching through participation in the Block Schools Training Program. Although Bank Street offers the educational component of an undergraduate degree, it does not have the rest of a B.A. program. After several years of exploration with various institutions, a joint Bank Street/Goddard College B.A. program began on October, 1975. The program, based in New York and incorporating the Block School's teacher training model, leads to a liberal arts degree and state teacher certification. It is an important key to the general community development effort pursued by the Block Schools.

Also, a field-based, competency approach, masters degree program, recently accepted by Bank Street College, is linked to the undergraduate teacher training, and thereby enhances the overall integration of the total Block Schools operation.

This past year the East Harlem Block Elementary School became an alternative school within the public school system. The Training Program provided critical staff support during a difficult transition period. A video-taping program to enhance teacher development and parent involvement was also begun during the first year of the Fund grant.

The project still needs to secure a permanent source of funding and develop a clearer description of teacher competencies and their assessment. The Block Schools believe in the value of good teaching. They have shown that the model of parent participation in community education works, and are now trying to secure recognition for their approach to teacher training.

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East Texas State University
The New Center for Learning
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East Texas State University has identified several problems it is currently confronting which are similar to those being faced on many campuses: (1) present distribution requirements do little to help students see the connections among the various academic disciplines; (2) most university programs aim students at the current job market while failing to prepare them to live in a rapidly changing culture; and (3) recent attempts to meet the needs of an increasingly diverse student body resulted in a steady proliferation of specialized programs. What is needed is a single unified program flexible enough to meet a variety of student needs.

The New Center for Learning has three broad goals which correspond to these problems: (1) to offer students opportunities to synthesize the knowledge and processes of the disciplines; (2) to encourage and to allow students to assume responsibility for the direction of their educations and their futures; and (3) to become a stimulus and model for continued academic change. New Center students have as a goal the development of a complex of skills which include thoughtfulness and self-awareness, assertiveness, group literacy, the ability to communicate effectively, problem-solving ability and an informed perspective.

To achieve these goals, the New Center offers: (1) a core of six problem-focused interdisciplinary seminars to replace current distribution requirements; (2) a strong emphasis on both on-and off-campus independent study and experiential learning projects; and (3) individualized degree plans composed by the student and an advisory committee she or he helps to select.

The New Center enrolled 46 students in the fall of 1975 and anticipates serving 200-250 by 1980. Six faculty served part-time in the program in 1975, and that number should double over the next three years as the program becomes fully integrated into the University. While serving as an alternative curriculum for students at ETSU, the New Center is also experimenting with ways to make interdisciplinary team-teaching cost-effective, with a variety of team-building and faculty development models, and with more thorough, effective academic advising and educational planning procedures. New Center experiments are beginning to affect (infect) other programs at the University and to serve as a stimulus and model for institution-wide innovations.

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Educational Broadcasting Corporation
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The constantly increasing complexity of modern American society mandates the possession of a unique combination of knowledge and skills for adults to function efficiently and effectively within it. That our formal educational system has not been sufficiently inclusive to fully respond to this need is a matter of wide-spread concern. The numerous barriers to adults achieving a relevant educational experience are well documented. Financial costs, non-matriculated status, impersonal environment and lack of response to experiential learning are complaints raised by students and educators alike.

Public television station WNET/13 is designing a new educational system to serve the needs of adult learners in the WNET/13 viewing area of New York, New Jersey and Connecticut, with particular emphasis on the special needs of working adults, minorities, women, the aged, and other categories of people often excluded from educational opportunities because of physical and/or psychological barriers. The system involves: (1) The development of programs of study which will offer students the opportunity to earn an Associate of Arts or A.S. degree from colleges participating with WNET/13 in this project, credit for approximately one-third of which will be offered via television courses; and (2) The concurrent establishment of a linkage system, composed of public television station WNET/13, a consortium of 15 colleges in the New York, New Jersey, Connecticut area, and selected organizations drawn from the fields of business and industry, labor unions and community groups, which will work together in the formulation of the programs of study to be offered and will participate in a method of "delivery" of the television courses designed to lessen some of the barriers encountered by adult learners in seeking educational opportunities.

Over a 10-month planning period, five task forces will be assembled, each composed of a total of 18 members from WNET/13, the participating colleges, and the other linkage organizations. Each task force will deal with one of the following subject areas developing alternative models of approach: (1) Needs assessment of target audience, curricula design, and development of courses with a television component; (2) Learner information and support systems; (3) Credentialing and credit transfers; (4) Linkage system organization and operation and (5) Long-range financing of project, i.e., tuition structure, etc. All questions addressed will be from the point of view of the learner and will attempt to provide to the fullest extent possible the information he/she will require to optimally participate in the project.

The results of the task forces will be compiled into a final project report which will chronicle the work of each task force, defining the problems, outlining strategies to meet these, and offering recommendations for action. We believe this report will prove of value not only as a basis for future stages of our project but also as a guide to other organizations across the country interested in serving the target audience addressed.

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Educational Change
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One of the most difficult barriers to improving the practice of undergraduate teaching is the isolation of teachers--faculty at one institution are uninformed about the practices of their peers at another location. Even within the same institution, the structures of postsecondary education discourage the flow of information. A professor in one discipline rarely discusses his teaching with a professor from another department. And although many significant and worthwhile activities sprouted in the sixties, few networks exist to communicate these approaches. The evaluations of teaching programs seldom reach the professional literature, and if they do, the descriptions are frequently dull or complex. Now that some of the students of the sixties are becoming the leaders of the seventies, Change magazine feels that it is a good time to promote the cross fertilization of effective teaching practices between disciplines. Change has a circulation of approximately 28,000 and a readership of 80,000 and is a vehicle that already exists to communicate these practices.

Change is developing and publishing four supplemental issues (estimated length is 64 pages each and 50,000 copies each) over two years to describe improved teaching approaches in several of the major disciplines. Each issue includes cases of effective practice in two or three disciplines and also has a cross-referenced index to encourage readers to consider approaches found in other disciplines. The primary audiences are faculties, academic deans, provosts, and professional disciplinary associations. No fees are being charged for the four issues proposed; based upon the success of this two-year pilot, Change will decide whether to continue these reports twice yearly as regular editions of its magazine, financed by subscriptions.

The project offers the chance to communicate good teaching programs between practitioners and between disciplines and lends a sense of legitimacy to the work being done by people who have often felt they were the only ones concerned about improving teaching practices. Criteria for selecting the projects include measures such as learning effectiveness, cost effectiveness, and chances for replicability. Selections are being made collaboratively by consultants, researchers and experts in particular disciplines. The project evaluation looks at the general impact the magazine is having on college campuses.

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Educational Consortium of Health Care
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The Educational Consortium of Health Care Agencies of Northern New York is a non-profit membership organization of hospitals, nursing homes, public health nursing services and other health care related agencies, serving seven counties of Northern New York State. A primary function of the Consortium is to work with area colleges toward the improvement of educational opportunities for health care personnel. However, many colleges and universities are basically liberal arts and industrial technology oriented. Also present economic conditions make it difficult for postsecondary educational institutions to initiate new programs. These factors, combined with the rural geography of the Northern New York, point up the need for a new approach for providing cost-effective and practical in-service educational opportunities for health care workers.

During the twenty-four month grant period, the Consortium, cooperating health care institutions, and Mater Dei College are working together to develop a "Flexible Educational System Model." This is being effected through the establishment of an information gathering and assessment mechanism to provide continuous evaluation of the educational needs and interests of health care personnel and of the projected health manpower needs of area health care institutions and agencies.

The procedure for developing the Flexible Educational System Model includes: (1) the development of a working relationship between the Consortium, Mater Dei College, and area health care institutions; (2) conducting needs assessment-health manpower surveys; (3) analysis of needs assessment-health manpower information to determine what courses should be offered; and (4) flexible scheduling of courses according to student interest and availability, making full use of the human and physical resources available in this area. Persons within agencies and other institutions are viewed as potential instructors.

The outcomes of the project will include: (1) The development of a prototype working relationship between the Consortium and the participating institutions to provide educational opportunities for health care personnel; (2) The development of an effective needs assessment-health manpower information gathering system to provide data necessary for curricular planning; (3) Increased educational opportunities for the unserved and underserved segments of our population.

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Educational Testing Service (ETS)
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Two recent studies of bachelor's degree programs, one by the Carnegie Council on Policy Studies in Higher Education and one supported by the Fund for the Improvement of Postsecondary Education, have shown a strong tendency for bachelor's degree programs to become more specialized at the expense of general education and for the general education portion of degree programs to be poorly articulated. A new project is therefore being carried out, with support from the Fund, that will assess student achievement with respect to several forms of academic competence often associated with general education. Seventeen colleges and universities in California are participating. Within these institutions are three major approaches to general education with minor variations of each--(1) the requirement that students take one or two courses from each of three to five groups, (2) the requirement that all students take a core of the same interdisciplinary courses, (3) an individualized curriculum in which each student works out his or her own program in consultation with a faculty member.

Faculty members from each participating institution are formulating questions to assess each of four competences--communication skills, analytic skills, synthesizing skills, and cultural awareness-in each of four content areas. The questions are being tried out, validated against faculty judgments of students' competences, revised, tested again, revised again, and then administered to samples of students to compare achievement under the several curricular forms found in the participating institutions. The collective achievement of about 1,200 students who have had different kinds of educational experiences rather than individual student achievement is assessed. Samples of faculty members are called on to judge (1) what proportion of their graduating seniors they expect to respond appropriately to each question and (2) what proportion of a hypothetical group of graduates representative of sound academic standards would succeed on each question. Two specifications of academic standards are thus provided.

The primary outcomes of the project will be (1) the development of questions and procedures for assessing programmatic effectiveness in general education through a procedure modeled after the National Assessment of Educational Progress, (2) the specification of a set of standards that can serve as a reference point institutions might use in developing their own standards, (3) the assessment of collective achievement in 17 diverse institutions with respect to some of the goals of general education, and (4) the assessment of differential achievement with respect to different kinds of competence and different areas of content across different kinds of programs.

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Educational Testing Service (ETS)
Cooperative Assessment for Experiential Learning - Phase Two
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Many postsecondary institutions are enthusiastically endorsing "experiential learning" both for the purposes of attracting more students and as a means of basic reform--to improve the value of the educational experience for students. Yet all of these institutions face two fundamental questions: What is the value of this form of learning and how can it be assessed? Experiential learning goes under many different names--internships, cooperative education, clinical education, etc., and each student's experience tends to be highly individualistic. The ways in which faculty monitor these experiences also vary widely; some do not monitor the students at all, others require the student to develop learning contracts, some ask for students to write their impressions of the experience after it is over, and some require students to demonstrate that they have acquired the desired knowledge and skills.

Institutions are concerned about assessing two forms of experiential learning: the assessment of learning acquired prior to matriculation and the assessment of learning derived from sponsored programs (e.g., work experience and other non-campus activities). There are several serious and pervasive problems that obstruct and threaten these reforms. First, the procedures used in many cases are not outcome-oriented; they do not assess learning but merely participation. Second, many of the more innovative techniques are expensive and difficult to manage. Third, the procedures are highly idiosyncratic; comparability and transferability present difficulties, and it is difficult for one institution to benefit from the experience of others. Fourth, faculty are not trained to use the procedures now available. Finally, the process of installing such procedures in an institution raises complex operational problems for which we need solutions.

In response to these and related problems, the Cooperative Assessment of Experiential Learning (CAEL), a cooperative project with ETS and an assembly of 200 institutions, initiated research and development activities in 1974. CAEL has now completed its initial phase of work which included developing an organizational structure, beginning some experimentation at particular member institutions, and issuing a number of publications relating to experiential learning. Now that CAEL is moving into a second and more operational phase, it seeks with the Fund's assistance to help institutions work through the complex problems involved in the process of applying new assessment procedures in operating programs, to focus on cost effectiveness and the development of local criterion standards, to produce a dozen Operational Models that deal with implementation problems as they affect institutions as well as students, and to disseminate those models through forum activities of the CAEL Assembly.

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Experimental and Bilingual Institute, Inc.
New York, New York

The profusion of postsecondary educational institutions in New York City has done little to assure accessability to higher education for the adult, Puerto Rican and other Hispanic students. City University of New York's "Open Admissions" program had a greater than 50% drop-out rate for its minority students; now even that rather unsuccessful pathway has been shut down. With the help of a Fund grant, the Experimental and Bilingual Institute opened in 1973 with 200 students. The Institute helps adults prepare themselves for entrance into postsecondary education through programs to improve their skills, with emphasis on English, Math, Spanish, and academic study skills. The students also gain recognition, and college credits, for the work they do at the Institute upon transferring to the City University system.

The curriculum of the Experimental and Bilingual Institute is especially geared to the needs of its bilingual population. All students are required to take courses in both the Spanish and English languages. The student who successfully completes the requirements of EBI: minimum proficiency in English, Spanish, and Math; and the completion of a minimum of 12 credits in college-level work with a "B" or better average, will transfer into the CUNY system. Besides courses in English, Spanish, Math, Science, Social Science, fine arts, and academic study skills are also offered. Hunter, City, and Lehman, Senior Colleges, as well as Hostos, Bronx, LaGuardia, and Borough of Manhattan Community Colleges all accept transfer students with advanced standing from the Institute. A continuation and expansion of these transfer articulation agreements is a major thrust of this year's program.

The Experimental and Bilingual Institute, in its role as a "feeder" institution, has been able to open the doors to higher education to about 350 students. It has, additionally, begun a process by which the accredited educational institutions must acknowledge the need, and pressure, of institutions such as EBI. Overall, the Institute is becoming more and more recognized as a community resource and a force for positive change in East Harlem, and in the field of postsecondary education as well.

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Five Colleges, Incorporated
Amherst, Massachusetts

Left solely to their own resources, all institutions but particularly smaller colleges and universities face major obstacles in attempts to diversify curricula and broaden learning options for their students. Fixed enrollment levels and corresponding faculty positions, as well as increasing costs generally, are all significant constraints; when the high proportion of tenured faculty now and in the foreseeable future is added to this list, institutions' prospects for change and renewal appear quite bleak.

Through the mechanism of interinstitutional cooperation, this project is demonstrating one approach which may loosen the grip of these reality-based constraints on institutions. This consortium of one public university and four private colleges is sponsoring a joint faculty appointments program, in which the five institutions pool resources to make new appointments. Priorities are established through a competitive process in which comparable departments or interdisciplinary councils representing all five institutions must jointly propose a new appointment to a review committee composed of the chief academic officers. Appointments are made for two- and three-year contracts; and all resulting courses and activities are open to students from all five institutions. One institution serves as host for each appointee, but joint faculty members teach courses on all five campuses. All courses taught by joint appointees are listed in the catalogs of all five institutions. Faculty in the program use a single grading system for all their courses. Any institution may, upon completion of an appointment, establish this position on its own rolls if it so desires. Thus far, six joint appointments have been made in such specialized and interdisciplinary fields as Latin American Art and Archaeology, South Asian Studies, Technology Studies, and Women's Studies/Medical Ethics.

The immediate benefits of this strategy are clear. Each institution, for one-fifth the cost of a full-time appointment, obtains the services of a new faculty member whose area of competence does not overlap existing staff. In addition, any or all of the institutions may test the feasibility of a new concentration before making difficult, long-term commitments of faculty positions and funds. The longer-range goal is increased cooperative academic planning, interinstitutional sharing of faculty, and coordinated curriculum development to the end of strengthening the educational programs of the five colleges while conserving scarce resources.

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The Florida State University
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Assessment of learning outcomes is an implicit and essential component of any instructional system. When instruction is individualized in order to meet the needs of a diverse student population, this assessment component becomes particulary essential since testing procedures are expected to both diagnose individual learner difficulties as well as certify the adequacy of learning outcomes. A significant obstacle to implementing assessment in these individualized settings is the magnitude of the clerical support required to administer, score, and provide prescriptive feedback to students, as well as maintain summary performance records for instructors. Through its Center for Educational Design, Florida State has incorporated individualized instructional procedures in the redesign and development of a number of university courses. Current approaches to managing the assessment component with individualized settings (e.g., forms of the Keller Plan and computer managed instruction) have been found to be significantly more costly than lecture presentations accompanied with group testing. Furthermore, it has been demonstrated that significant numbers of objectives were being tested with verbal items when, in fact, the objectives describe outcomes incorporating real-life applications or simulations which required audio or video stimuli. Finally, it was observed that present assessment techniques were not capable of assessing certain objectives which required comprehensive and higher cognitive levels of learning outcomes such as critical thinking and problem-solving.

Support from the Fund is being used to develop non-conventional CMI procedures which substantially reduce expenditures for hardware and the amount of load placed on the computer's processing unit. These procedures are being implemented within a prototype Assessment Resource Center which will permit efficient use of media in the testing process. Alternate but supplementary assessement strategies are being evaluated for their ability to measure higher cognitive process. Procedures developed within the project are initially being implemented within courses in biology, communications, interior design, physics, and statistics, which presently represent an annual enrollment of 2400 undergraduate and graduate students. Faculty associated with the various courses are participating with the Center for Educational Design in a total instructional systems design. During the project's first year, the CMI procedures are being operationalized and the assessment designs are being finalized in the selected courses. During the project's second year, the instructional systems incorporating these assessment procedures are to be implemented and evaluated.

Improved cost-effectiveness will allow for large scale implementation of CMI procedures. Availability of computer management will greatly facilitate efficient incorporation of assessment as an integral part of individualized instruction. The use of alternate media and assessment strategies will permit more complete evaluation of student achievement. Products of the project will include a detailed outline of procedures for implementing finalized assessment procedures within a course, documentation describing the potential and limitations of various alternatives to conventional assessment procedures, and documented computer and non-computer software associated with the assessment resource system. Information pertaining to the project will be disseminated through presentations in journals and professional meetings, and through the mailing of a semi-annual newsletter.

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Formative Evaluation Research Associates (FERA)
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Although women's colleges graduate leaders, and the institutions themselves have historically stated feminist goals, the direct connection between the college experience and what women do is unclear. Margaret Talburtt, an evaluator for FERA, frames a number of compelling questions which form the basis for an action-oriented analysis: 1) Are women who participate in programs particularly designed to educate contemporary women better able to cope with discrimination than current research would indicate? 2) Do they possess a set of skills which activate leadership potential? 3) Is the general atmosphere of a women's college important to one's future roles, or does it take special women's programs to increase risk-taking and creativity in these later roles? 4) More importantly, do contemporary women's programs matter?

To conduct the study, four institutional types were selected in the Fall of 1975. They are: small women's colleges, large women's colleges, transitional women's colleges (formerly two-year colleges) and women's centers at two co-educational institutions. Three types of programs were chosen for analysis in the various settings and included internship programs, women's studies classes, and skills classes or workshops. Each program had to primarily serve women undergraduates; have a stated purpose to develop women for "maximum participation" in today's world; and have a racially and socio-economically mixed student body. Full interviews were conducted at eight selected schools between January and March 1976. Students, alumnae, relevant faculty, and intern supervisors were personally interviewed. In addition, an Advisory Board was formed and met twice to review project progress and stimulate questions for analysis.

Information has been analyzed during the Summer of 1976 with preliminary feedback reports going to each school. A second level of feedback is being created for each school, depending on their information needs and their choice of mode of feedback, including oral or written reports, conferences, or other innovative means. In addition, a cross-institution report will be prepared to compare the various program results at the eight schools. Through the project, a clearer understanding of the components and outcomes of each program as viewed by former participants will be made public. This information will be shared with the institutions as a means of assisting them in the improvement of their programs. Other institutions will have the opportunity to learn from the results also. The major goal of the study is to determine how these programs have affected the opportunities and lives of women who have gone through them.

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George Washington University
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Decisions about education at all levels of government are seldom based upon the best existing information. Policymakers frequently complain that the information they need is scattered, difficult to obtain, and rarely available in a form which can be easily understood. Educators also complain that they are misunderstood, and that policymakers do not ask the right questions, or understand the issues from the perspective of the real world. As questions of financial resources and the relevance of postsecondary programs become critical issues in the late 1970's, it is increasingly important that educators and public policymakers work together, communicate effectively, and share a common base of high quality information.

The Institute for Educational Leadership with this years support will continue the issue development activities it had begun during the initial phase of its pilot grant. IEL will synthesize and translate information and convene influential groups of policymakers to consider important issues in postsecondary education. Several critical issue areas are selected each year. For example, in the area of governance of postsecondary education, IEL sponsored a retreat which provided the neutral forum to enhance communication between the private accrediting community, state licensing/approval officials and the federal government. Continued work in this issue area culminated in a Workshop for State Licensing/Approval Officials which marked the first time that state officials who license or approve degree-granting postsecondary institutions, non-degree granting postsecondary institutions and programs for veterans, came together to share experiences and participate in mutual professional development. On the issue of the financing of postsecondary education, IEL sponsored a series of related convenings which addressed performance and budgeting issues. Following the most recent of these, a national seminar, "Innovations, Outcomes and the State Budgeting Process," IEL disseminated its latest report on this topic, Reform in the State Budgeting of Postsecondary Education.

IEL has also begun a major focus in the area of "lifelong learning and public policy." The "Working Conference for Directors of State Studies of Adult Education" convened representatives of 17 states conducting such studies with representatives of federal and state legislative staff. Additionally, IEL will continue to sponsor its "Monthly Dialogue on Lifelong Learning," an open forum for information-sharing, legislative update, and discussion of selected topics relevant to lifelong learning as emerging public policy. IEL will continue its issue development activities in the areas of institutional licensing and approval, and in state funding of postsecondary education.

Activities sponsored by IEL will include special task forces on selected topics, syntheses of convenings and comprehensive publications for dissemination to the wide audience in postsecondary education.

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Goddard College
Plainfield, Vermont

There is little clarity about the benefits and purposes of postsecondary education. Some programs emphasize limited vocational objectives. Others convey the traditional culture which has been associated with the good life.

Recent research has established theories of human development which suggest ways to reconcile these disparate aims of education. The qualities of reason and judgment that a person acquires may have more to do with what he or she makes of life than do I.Q. or family background or educational attainment. Moreover, it appears that if, by one's early twenties, a person attains that kind of judgment which John Dewey referred to as "autonomous" and Lawrence Kohlberg calls "prinicipled," he or she is likely to take on social responsibility and to find personal satisfaction in doing so.

Goddard has a one year grant to develop a plan for instituting a program which will stimulate greater capacities for reason and judgment. For students, the program will consist of three components:

-- a curriculum centered on the humanities and the arts, which calls for a high measure of individual self direction and self assessment;

-- a responsible role in a democratic college community;

-- a complementary program of responsibility in off-campus assignments.

Even in an experimental college like Goddard, new theories are treated with a healthy skepticism by faculty and students. So part of the efforts supported by the grant are a series of seminars to examine recent research, the conclusions to be drawn from this research, and the pros and cons of applying some of the measurements of reason and judgment associated with this research. If the program plan proves workable, it may be implemented at Goddard, or elsewhere. Products will include guides for curriculum development, governance, off-campus activities, and teacher and counselor preparation within such a program.

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Governors State University
Park Forest South, Illinois

Governors State University, an upper division university providing the junior and senior years of B.A. work, is faced with a problem which is of increasing concern to institutions of its type. The problem is how to provide the older student, who has work experience and is career-minded, with a meaningful, liberal education. Governors State is dedicated to the provision of career education and has an interdisciplinary organization rather than the traditional departments. However, Governors State does not wish to ignore the importance of liberal education for personal and career development. In fact, they feel that their students can benefit from the liberating value of a liberal education, even more than typical undergraduates.

The content of the liberal education program being planned by Governors State is striving to develop competencies in the following domains: (1) the nature of the organization of knowledge, including conceptual and methodological frameworks of major disciplines; (2) value sets and their integration with knowledge and action; (3) socio-cultural processes that influence people's behavior; (4) technology, especially in relation to information storage, retrieval, and application, and (5) alternative modes of inquiring, knowing, interpreting, and communicating.

Governors State has decided that the liberal education component, like all other instructional components at the university, should follow the competency-based education approach. The competencies have been derived from various taxonomies and statements of liberal skills. As they are determined, competencies are validated by the opinions of faculty, administration, and students at Governors State, consultants who specialize in liberal education, and prospective employers and certifying agents.

Testing and certifying students for special competencies requires formulation of new measuring instruments, including criterion references, tests, observational checklists, and simulations. Students who develop specified competencies at other institutions or on their own, can verify their achievements through these procedures.

Presently, the project staff is engaged in a variety of tasks including (1) planning and developing instruments and procedures to verify student achievement of competencies in each of the five domains; (2) developing and testing new learning modules to assist students in achieving competencies; and (3) planning implementation of the project for more than 2000 undergraduate students in the University.

The project is cooperating with a variety of agencies and networks to develop the evaluative and assessment procedures, including the University's Office of Research and Evaluation, the evaluation team of the Change in Liberal Education, and American College Testing.

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Greenville Technical College
Greenville, South Carolina

As Greenville Technical College has become the first technical institution in South Carolina to become a community college, it has experienced a period of accelerated growth. Between the fall of 1974 and 1975, enrollments jumped by 50 percent; 20 new faculty joined the staff and five new curriculum programs were initiated in 1974. Not only are there more students, but an open admissions policy has resulted in a more diverse student body. The challenge to the institution is to improve the quality of instruction at the same time that it diversifies the curriculum and responds to the community it serves. Many faculty are faced with changes, and many new faculty are joining the staff.

To meet these demands, Greenville TEC has formed an Educational Development Team (E.D.T.) composed of a Project Director, Specialists in Research, Evaluation, Instructional Design, Curriculum Development, and Media Design. The E.D.T. is assisting faculty by: conducting instructional research, providing inservice training to improve instructional skills, assisting in the statement of performanced-based objectives from course curricula, validating objectives, measurement and evaluation of performance, designing multiple learning activities, designing and developing instructional media, and systematizing instruction to permit self-paced and individualized instruction. The team also serves as a catalyst to inform faculty of methodologies. Course content is examined to consider the relevance to four-year BA programs that some students transfer into.

At the end of this third year, the institution will have translated the curriculum into performance-based objectives and the faculty will have learned of new ways of both assessing learning and instructing. By bringing innovative practices to the institution, the project personnel hope to legitimate the usefulness of research to practice. The model developed at Greenville can become a model to other technical institutions that are also becoming comprehensive learning centers in other locations in South Carolina.

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Hamline University
St. Paul, Minnesota

Teaching evaluation and faculty development hold both promise and problem. The evaluation of classroom teaching is no longer a new or unusual practice on college campuses. Neither is the idea of providing leaves or other support to assist faculty in continuing scholarly growth. What is problematic in these two useful practices is that normally both are not directly pointed at the primary objective of most non-research postsecondary institutions--the growth of knowledge among learners. By focusing on this primary objective, evaluation of teaching/learning and faculty development can be combined to provide direct benefits to students.

Hamline University, an independent liberal arts college of about 1200-1300 students, has had an extensive faculty evaluation system since the mid 1960's. The evaluation relies on formally expressed measures of satisfaction from students, faculty colleagues, and administrative persons, rather than on assessment of the learning achieved and intended in the teaching process. Opportunities for faculty growth through sabbaticals, special leaves, enrichment grants, etc., are determined primarily to serve the faculty member's individual academic interest. The project supported by the Fund seeks to evaluate and improve teaching by assessment of areas needing improvement in learning and by supporting faculty development appropriate to identified needs. This sounds simple, but it is a complex and touchy task.

The project is designed for three years and three phases. In Phase I a representative faculty committee is exploring the pitfalls, possibilities, and means of assessing the learning intended in Hamline academic programs; and through workshops, seminars, and gentle persuasion will seek to influence the general faculty to utilize the benefits of committee findings. In Phase II of the project faculty are involved in the process of assessment of learning in their areas of teaching responsibility with the assistance of the Office of Academic Evaluation and Development.

At the conclusion of the project the effectiveness of the teaching/learning process should be improved, the improvement should be demonstrable, and a coordinated system of assessment of learning and faculty development should be in operation.

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University of Hawaii
Honolulu, Hawaii

Not all college level learning takes place within a collegiate setting. Labor unions and businesses provide training and education to their members and employees. Government workers have many opportunities to participate in a variety of courses and seminars offered by city, state, and federal agencies. Private and public social service agencies conduct specialized training for their paid staff and to an even greater extent for volunteer staff and the general public. People take courses from private training institutions in subjects ranging from accounting to psychoanalysis. Women and men in the military services often have received technical and managerial training outside of a college setting find that they need a college degree to be competitive on the job market or that they need college credit in order to enter or re-enter the collegiate stream at a point equivalent to their learning level.

Colleges are finding that they must learn how to do more educating with constant budgets. Start-up costs and capital investment costs are prohibitive in many technical specialities. Colleges are looking for ways to utilize the educational resources present in non-collegiate institutions.

Employers are aware that the provision of college credit-earning training can serve as a major incentive for retaining good employees. Employers and training organizations realize that the provision of the opportunity to earn college credit applicable toward recognized degrees can enhance the attractiveness and the effectiveness of existing training and education programs.

The seven University of Hawaii Community Colleges, with Leeward Community College serving as the pilot institution, are looking at the possibilities of designing a system for granting equivalent credit at each college. The project examines questions of academic policy and procedures and sets up assessment procedures for institutions, courses and individuals that will be academically sound, consistent with existing policies and beneficial to the individual, the school and the larger society.

The project is conducted in the form of a series of group sessions at which specific issues are resolved by the college and/or community persons most involved with each area: faculty, registrars, counselors, training organizations, employers, etc.

The project will provide recommendations and guidelines for the assessment of non-college training and for the integration of this learning into a student's program, transcript and eventual degree. Additionally, the process of setting up the program should yield some insight into the entire question of how colleges can make partnerships with non-college institutions and the kinds of issues that are raised in the process.

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Henderson State University
Arkadelphia, Arkansas

The 1970 census indicates that the average level of educational attainment of Arkansas citizens is 1.6 years lower than the national average. As a result, the University has a great responsibility for guiding persons to educational opportunities most appropriate for their needs, and making these opportunities accessible. University studies show that freshman class attrition is high, running from 30 to 50 percent in recent years. Students who leave college as freshmen indicate that job-related training and immediate needs for employment are significant factors in their early withdrawal. Yet, intensive technical and vocational training without general education components is not as attractive to our young adults, as might be suggested. Two years ago Henderson initiated joint degree programs in conjunction with area vocational technical schools leading to combination of liberal arts and career education. This arrangement enables Henderson to continue its liberal arts tradition and still respond to the needs of students to attain employable skills.

The Joint Degree Program leads to an Associate Degree in Career Studies upon completion of 30 hours in liberal arts courses and 30 hours in vocational training in a variety of vocational programs available through the technical schools. In 1974 approximately 50 students entered the program, and in the fall of 1975 about 100 more started the program, and several new area vocational technical schools are part of the network in 1976.

A major impact of the program upon practice at Henderson State has been a new procedure established so that all students now receive career counseling, and all freshmen take a course entitled Career Development. The program is attracting interest at the State level and may lead to the location of an Employment Security Division on the campus at Henderson which would further enhance the goals of the project to prepare students better for careers. Another interest resulting from the project is to maintain a natural working relationship between Henderson and the voc-tech schools to provide community service in Career Studies supportive of employer and employee requirements. An example of this effort is the recognition of increased demands by hospital employers for Registered Nurses who are also graduates of four year degree programs. Some 35 individuals are or will be graduates of the Licensed Practical Nursing Program during fall semester of 1976. Over half of these students have expressed interest in entering The B.S. Nursing Program offered by Henderson. Plans for this year includes evaluation of the program and support services for ultimate transfer to full University support in the fourth year with appropriate legislative adjustments.

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Hofstra University
Hempstead, New York

Many barriers exist which prevent access of low income working adults to postsecondary education. These barriers included financial problems, work commitments, and cultural obstacles such as language handicaps and family commitments. At the same time, the resources of many private universities are underutilized due to the disparity between private and public university tuition costs.

Hofstra University in cooperation with Distributive Workers of America (District 65) is developing a program to reduce the barriers to a college education for low income workers. At the same time the program permits fuller utilization of the resources of a private university. As of September 1976, 50 full-time and 50 part-time students will be attending classess at union headquarters under the tutelage of 9 faculty members. Tutors and peer teachers will be available for all students. Full-time students will be carrying 12 credit hours in 3, 4 credit courses. Each full-time student is expected to receive 8-10 hours of paid release time per week from work in order to attend classes.

A field-based applied social science curriculum has been developed. This curriculum uses an inter-disciplinary approach, focusing on the solution of social problems through application of knowledge and skills drawn from many subject matter areas and the interaction of practitioneers and academic faculty. Field projects, internships and team teaching are integral parts of the program. Supportive services such as a bilingual program, peer teachers, and tutors will be offered.

The objectives of the project are (1) the development of a viable collaborative relationship between a private university and a trade union which will support college education for adult workers through cost sharing, paid release time, sharing of resources, and a supportive learning environment; (2) the development of a field-based inter-disciplinary social science curriculum; and (3) the successful completion of the program by students with the skills and attitudes needed for effective participation in work place, the union and community.

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The Hoosuck Community Resources Corporation
North Adams, Massachusetts

In recent years, a wide range of non-traditional alternatives have been explored for revitalizing postsecondary education. Many of these initiatives have sought to conduct some of the vital business of education in "real-life" settings off-campus--with businesses, government and the professions. But the search continues for better ways to join with outside resource agencies and fulfill the promise of "the community as educator."

The Hoosuck Community Resources Corporation, a private non-profit community development agency in North Adams, Massachusetts has been developing--in association with North Adams State College--a significant variation on these themes through a process termed "guild education." HCRC has been engaged since 1972 in a variety of programs and services concerned with historic preservation, economic development, urban planning and the environmental arts. In activities focus on the adaptive use of the Windsor Mill, a multi-storied, 150,000 square foot, former textile mill.

The Windsor Mill Guild School, deriving its name from the old trade and craft guilds, serves as Hoosuck's educational arm and is responsible for all its teaching and training programs. Its "faculty" are the Master professionals resident in or associated with the Windor Mill; its students include adult community members seeking new avocational (or vocational) skills, students enrolled in area postsecondary institutions, teachers seeking re-training in the arts, and committed practitioners desiring professional artisanry training. One hundred twenty five persons enrolled for some 150 courses during 1976.

The current Fund grant will enable HCRC and the Guild School to refine, expand, and formally implement its "guild education" concepts over a 2-year period. It will support a small, full-time staff which will work closely with the Mill-based Masters and with North Adams State faculty and administrators to bring the concept to full maturity on a year-around basis. This developmental work will include: new courses to augment and strengthen NASC's current liberal arts offerings; the design of new curricula for apprentice Mastery programs; and exploring those non-formal learning approaches--internships, practicums, concurrent work/study, etc.-- which would capitalize fully on the Mill's total learning environment.

Planned project outcomes include: the development of study materials, curriculum, and teacher's guides; and the generation of appropriate evaluation materials to assess student competencies. Ultimately, it is anticipated that this Guild Education process will provide a new educational alternative for students throughout the 10-campus State College System--and provide a model for improvements in postsecondary learning elsewhere.

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University of Houston
Houston, Texas

As competency based teacher education has become more widely employed, the need for field experiences and for trained professionals on site has become greater. This project addresses this need by (a) identifying a set of competencies for School Based Teacher Educators, (b) developing and testing instructional units to prepare SBTE, and (c) exploring a credentialing system for SBTE. A school based teacher educator is defined as a professional who has responsibilities for either preservice, inservice, or continuing teacher education, and whose primary base of operations is in the elementary or secondary school.

Since 1972, every teacher preparation program in Texas has been required to affiliate with a teacher center and to seek advice from that center on its preparation programs. While each teacher center includes equal representation from school districts, the organized profession and the university, most have not been active nor has there been coordination among them related to their perceived greatest concern--the school based teacher educator.

An informal network of 40 Texas teacher centers has been formed with a state advisory board, a task force on competency identification, a task force on training specification and a task force on credentialing. To identify valid competencies for the SBTE, (a) a literature search was conducted; (b) position papers written on clinical practice in business administration, clinical psychology, nursing, allied health and education; (c) a task analysis study conducted through interviews with practicing SBTE; (d) an initial competency list drafted, then analyzed by a national panel of experts and by the state task force; (e) a state survey of perceptions of relative importance of competencies by teachers, administrators, and professors; and (f) competencies refined in a state SBTE conference followed by formal endorsement by individual teacher centers. Seven instructional units for SBTE are being written during 1976 for testing during 1977. A national survey of 50 states' certification plans has been conducted; a position paper on credentialing written; and a survey of perceptions conducted to determine recommended certification practices. Two SBTE state conferences were sponsored during 1975-1976 with two others planned for 1976-1977. Nine project documents are available on request.

Through project activities, it is anticipated that (a) a set of validated competencies will be generated; (b) a set of seven instructional units written and tested; (c) a credentialing system explored; and (d) an informal state network of teacher centers formed through cooperative efforts. By exploring the SBTE role in depth and by doing so through state-wide cooperative efforts, the project should impact on evolving and increasingly important role in education.

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Hudson County Community College
Commission/Hudson County
Area Vocational-Technical Schools
Middle College
Jersey City, New Jersey

It has become clear to most observers of American Education that the distinction between secondary and postsecondary education, especially at the paraprofessional and technician level, is an artificial one. In many instances the vocational-technical schools and the community colleges give the same course content to attain the same professional licenses. The only difference may be the age of the students and the fact that one gets college credit and the other does not. In a credential-conscious society, however, this difference is a crucial one. Thus, the Hudson County Community College Commission, in cooperation with the Hudson County (N.J.) Area Vocational-Technical Schools is establishing a Middle College for the improvement of the administration of career education at the local level.

The creation of the Middle College is an effort on the part of both the Hudson Area Vocational-Technical Schools and the Hudson County Community College:

--to ensure the articulation of career programs between the secondary and postsecondary levels by combining in one integrated curriculum the last two years of Voc-tech high school with the first two years of college.
--to provide joint planning for new programs in emerging occupational and career areas.
--to develop alternative strategies for maximizing the use of existing educational resources for the benefit of both the student and the cooperating institutions.
--to act as a single coordinating agent to improve cooperation with business, industry, manpower training programs, and other community and educational organizations.

The students who will participate in the program will be drawn from Hudson County, New Jersey, a densely populated, low-income area of approximately 610,000 people. More than 80,000 residents of the county are Spanish speakers who have clustered in the central and northern sections of the county. It is precisely in the heart of those clusters that the Middle College would be located.

The cooperating institutions in the Middle College believe that students of varying ages learn not only from the formal education process, but also from informal interaction with each other. By combining the adult and secondary student, we hope to provide another learning experience for both which neither can secure within the existing system. Through the Middle College, the Community College and Vocational-Technical School can dramatically influence the "demand" for career education by making postsecondary programs more accessible and secondary programs more challenging.

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Humboldt State University
Arcata, California

American Indians frequently have limited exposure to a diverse range of career choices. Within various fields of Natural Resources, the national shortage of Native Americans is particularly acute. The problem stems from poor technical preparation in high schools, few peer models within these professions, and a lack of emphasis on recruiting Indian students in the practices of colleges. Humboldt State University, one of the few colleges offering a Natural Resources Program, has created a program designed to attract and educate American Indians.

As it is presently organized, the Natural Resource Curriculum combines career education and work experience, separated in time but related in content. The program requires participants to complete a minimum of one academic quarter, exclusive of summer work-experience, in full-time employment with a consortium agency. On-the-job training projects are developed jointly by the institutional advisor and field supervisor. Examples of work-related projects include: the development of resource inventories of soils, vegetation, and fauna; measurements of timber and estimates of volumes available for sales, determination of the location of roads and predictions of maintenance, etc.

Recruitment reaches a broad audience of American Indians, and through the project, the students relate to Indian reservations. In some cases, students exchange ideas on the resource problems facing reservations.

The project has involved about 20 students to date and the number is expected to increase each semester. As a result of the project, several new courses have been added to the existing Natural Resources curriculum, and will eventually become available to other students. Curriculum specialists are visiting the campus to help design more flexible courses. Also professionals in the field of Nature Resources--private as well as governmental representatives--are informed of the potential availability of Indians for jobs, and of the promise of the new methods for preparing persons for careers in Natural Resources.

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Illinois Central College
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The low level of reasoning abilities of many entering community college students inhibits their ability to succeed in college and in life. As a result of these low reasoning abilities, students are required to participate in inefficient remedial programs, are ineffective learners in traditional courses, and suffer high rates of college attrition.

The objective of the Development of Operational Reasoning Skills (DOORS) program is to develop and teach a multidisciplinary freshman program at Illinois Central College. This program focuses upon the improvement of student reasoning abilities. The DOORS program is based upon Piaget's theory of intellectual development. The DOORS staff is utilizing the experiences and materials of the ADAPT program at the University of Nebraska-Lincoln. The ADAPT program (Accent on Developing Abstract Processes of Thought) is a multidisciplinary Piagetian-based freshman year program supported by the Exxon Education Foundation. During the summer and fall of 1976-77 the DOORS staff from Illinois Central College and the ADAPT staff at the University of Nebraska-Lincoln are working together. The DOORS staff is making their knowledge of Piaget's theory practicable and modifying the ADAPT materials for use with community college students.

In the spring of 1977 the DOORS program will be offered to approximately 40 beginning college students at Illinois Central College. The integrated multidisciplinary approach will include courses in economics, English, history, mathematics, physics, and sociology. Learning activities in each of the six content areas will begin with concrete exploration activities and move toward abstract generalizations. All activities will be designed to encourage increased student participation in learning.

If the DOORS program is successful, the possibilities of impact outside of ICC are encouraging. Most community colleges in Illinois (43 in all) have similar beginning freshman year programs. This conformity would make the DOORS program readily transferable to most of these institutions who typically suffer from the problem addressed by this program: high attrition rate, low level student reasoning abilities, and high cost of developmental programs.

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Primary and secondary institutions have not been successful in teaching basic language skills to an increasingly large segment of society. Linguistic proficiency has declined substantially during the past decade, and has forced post-secondary institutions to reassess their standards for admission and retention. Performance on verbal skills standardized tests and certain diagnostic tests has provided the basis for rejection of non-traditional students, and admission of such students based upon these tests had proven to be an inaccurate measurement of their "academic potential." Whichever formula is applied, the results are consistent: denial of admissions or an opportunity for failure subsequent to admissions. Since this phenomenon is widespread, and not limited to particular types of institutions of higher learning, it becomes evident that solutions must be developed and disseminated on a massive scale.

Two innovative curricula (Systematic Thinking Curriculum and Inter-Language Concepts) were taught to one hundred seventy-five Indiana University freshmen during the summer of 1976, as one phase of the Institute for Curricular and Instructional Innovation in Language. The immediate goal of the Institute is to encourage and foster further curricular and instructional innovation, by providing a professional context in which to validate the effectiveness of experimental curricula and teaching methods, and to provide a channel through which other experimental curricula and teaching methods could be disseminated to participating institutions. The ultimate goal of the Institute is to provide students with innovative and substantive curricula which will enable them to remove their deficiencies in verbal skills, so that they will not be excluded from post-secondary institutions (the closed door policy) or eliminated from these institutions as they try to compete with linguistically proficient students (the revolving door policy); but, rather, that they will have mastered the necessary verbal skills to make the open door policy a reality.

The Institute aims to introduce new curricula to teachers from other institutions by means of a Summer Institutue, and by means of Spring Workshops located in major Midwest cities; establish National Instructional Training Institutes for secondary and post-secondary language teaching; and revise, edit, and disseminate the two texts used as the bases for instruction during the Summer Institite.

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Indiana University School of Law
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For law students and legal educators there is a lack of effective materials and methodologies to teach lawyering skills--those skills needed by a competent lawyer other than the analytic skills developed in the usual law school classroom by use of the case method. Educators, State bar examiners, and other interested groups are concerned about the criteria to be used to assess skills required for competent and ethical performance in the law profession. The lack of communication among law schools further inhibits the sharing of good teaching practices. If legal education and lawyer certification are to be improved, efforts must be made to develop effective teaching methods and criteria for assessment.

To address these concerns Indiana University School of Law-Indianapolis is developing a program that focuses on teaching and assessing a single set of legal skills: those needed for interviewing and client-counseling. In addition to collecting and surveying materials being developed at a number of law schools (including videotapes), the project staff is working very closely with Antioch Law School where, through their Professional Boards Program, analysis and assessment of lawyering skills is evolving. The project's lessons use the PLATO computer-assisted instruction network. Interviewing lessons under development teach basic interviewing techniques, focusing not only on techniques to gain relevant facts but the skills necessary to establish rapport, to react appropriately to the client as a person, and to assess the lawyer's own reactions and how they might affect his ability to deal with the client's problem.

Work on the project during the first year has suggested that the lessons can be enhanced by adding a videotape interface to the computer terminal so that there is a visual capability. Also, to increase the possibilities for use of the materials developed, lessons for PLATO are being written with a view toward "packaging" them for other computer systems or for workbooks to be used with videotapes. Thus, the maximum number of law schools could have the basic materials available to fit into whatever kind of technology the school has.

PLATO also has impact on the communication problems between law schools. Thus far University of Illinois student feedback on use of the programs has been the primary basis for program revision. Several professors and students from Cornell Law School are writing and commenting on legal lessons. Antioch Law School has been the source not only of the primary theoretical framework of the client-counseling lessons, but its teaching techniques and videotape library are contributing to lesson development.

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Jackson State University and Mississippi State University
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The quality, efficiency, and effectiveness of public service is an acute problem in the State of Mississippi, as elsewhere in the Nation. Employment in State and local government more than doubled between 1955 and 1972, and by 1985 an increase of 5.1 million more jobs is predicted. In part, the problem in Mississippi results from the absence of a program of graduate education in public policy and administration. By introducing students to public agencies through internships, and by offering them sound professional training, two of the State's leading institutions hope to reduce these traditional barriers to their student's participation in public affairs. The alliance of Jackson State, a traditionally Black and urban-based institution, and Mississippi State, a traditionally White and land-grant university, presents an arrangement for the delivery of postsecondary educational services that serves as a model to other institutions at a time when resource usage in higher education is being called into greater accountability.

The Department of Political Science at Jackson State and Mississippi State Universities jointly began a Master of Public Policy and Administration (MPPA) degree program in the fall of 1975. Jackson State University is instructing in areas of urban and judicial administration and public management. Mississippi State is teaching State and County administration, environmental administration and public management.

During the first year, fifty-two students enrolled in the program. Of this enrollment, thirty-four are full-time and seventeen are employed public servants. In addition to these on-campus students, sixteen naval officers are enrolled at an off-campus site. Faculty exchange between the universities began last fall with two professors from each university teaching at the campus of the other. To date, twenty-three students have been placed in internship positions with public service agencies.

The purpose of the grant is to operationalize the project at a critical point in its development so that the institutions are able to continue on their own. Long range goals include: (1) demonstrating a model of institutional resource sharing as a means for developing new programs; (2) attracting minorities and women into public service; (3) increasing the number, and upgrading the competencies of public administrators; and (4) demonstrating to public officials the benefits of professionally trained staff.

Project Directors:

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Jamestown Community College
Jamestown, New York

Community colleges have been called upon to perform a variety of services. Yet their organizational and governance structures are typically patterned after those of more specialized institutions. The specialized functions appropriate to departmental and committee structures are not well suited to the more responsive, ad-hoc nature of community college activities. Another problem for community colleges in effectively fulfilling a comprehensive role is the great burden placed upon the faculty. The community college professor (and there are approximately 150,000 of them) typically teaches five courses per semester, does no research, enjoys few opportunities to organize his thoughts through writing and publication, and handles large numbers of able and not so able students. In order to form an organizational structure that grows out of the purposes of the institution and offers faculty opportunities to develop new abilities, Jamestown Community College is reorganizing a portion of the institution in a way that complements its comprehensive role.

The organizational plan includes the traditional bureaucratic structure, plus an "adhocracy" of short-term task groups that respond to community needs. Faculty are trained to serve as brokers, operating out of the school's Office of Continuing Education, but interfacing with the community. The faculty brokers bring together the expertise of full-time faculty and an ancillary staff of professionals to service Chautauqua County plus an adjoining rural county. The project will measure the impacts of the reorganization on institutional processes, the college climate and the staff, as well as the expansion of services to previously underserved groups.

One objective is to establish relationships between the more traditional bureaucracy and the new form, the adhocracy. Another set of objectives concerns new faculty roles--how to enrich work by combining "brokering" with traditional roles. The work team approach tests the concept of extending institutional capacities by involving community, so that more resources are available than could be provided by the institution alone.

The broker's role is diverse, ranging from the identification of community needs, assembly of the necessary response ingredients (instructors, content, instructional materials, facilities, equipment, financing), to coordinating and monitoring the resulting programs and projects. The breadth and diversity of the role generate new challenges which, in turn, are having dramatic impact upon the personal and professional growth of the staff involved.

There is also great diversity in the programs developed and the clienteles served. Current projects include skill upgrading opportunities for several types of industries, joint planning and development of labor/management programs, establishment of on-the-job work experiences and their interfaces with the classroom, management of C.E.T.A. manpower employment programs, industrial development, upgrading of public agency employees and programs, counseling and educational services for prison inmates, health care and service programs, plus a host of other custom designed programs for specific clienteles. The key element in each case is the custom design which sharply focuses upon specific needs.

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Jefferson Community College
Louisville, Kentucky

Jefferson Community College is an urban, open-door institution addressing the problems of students unprepared to achieve successful completion in science and mathematics courses due to a lack of basic cognitive skills. The multilevel remediation project is designed to identify and provide a means to provide remediation in both cognitive and content areas of biology, chemistry and mathematics.

The first year of the project was spent identifying the cognitive skill areas necessary for successful completion of the respective freshman level courses in each discipline, preparing Audio-Tutorial programs for each identified cognitive skill and devising a means to test for deficiencies in both cognitive and content areas. Nineteen cognitive skill areas were determined, and programs prepared. These nineteen areas are divided between basic and advanced cognitive skills. The basic cognitive skill areas include simple aspects of word comprehension, reasoning and critical observation, while the advanced programs include complex coupling of the basic skills. A diagnostic test for cognition was devised and tested, and showed correlation coefficients ranging from 0.41 - 0.69 with the final grade average for biology and chemistry classes without remediation. In addition, there are fourteen Basic Biology, fifty-two A - T Biology, twenty-seven Chemistry and thirty-three Mathematics programs that have been prepared for the project.

The Natural Science Learning Laboratory opened during the Fall semester, 1976. Three classes within each discipline with a total of approximately two hundred twenty-five students are being used for the second year study. These students were given the diagnostic test for cognition, pretests for information content, Omnibus Personality Tests and Cognitive Style Mapping tests to generate individual student profiles. Remediation programs are assigned on the basis of the student profile, and each student takes part in an individualized program of remediation during laboratory hours while attending regular class lectures three times weekly.

At the end of the semester, students will be post-tested with the diagnostic test for cognition and the Omnibus Personality test to determine changes in cognition and modes of learning. Grades of students with remediation programs will be compared with those of students who have not had these programs available.

The long range goal of this project is to affect the total learning capacity of students. Assessment of the long term goal will include monitoring student grades throughout their college experience, and will, therefore, not be available for several years.

The problem of dealing with students unprepared for postsecondary education because of deficiences in cognitive skills is universal. The programs that have been developed for the Natural Science Learning Laboratory are available upon request.

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Kansas City Regional Council for Higher Education (KCRCHE)
Kansas City, Missouri

In company with institutions everywhere, the colleges and universities comprising KCRCHE face difficult demands and decisions. Frequency of turnover, and concentration of inexperience in top management positions, make it difficult for them to meet administrative demands effectively. Their teachers, too, deal increasingly with adult and part-time students who differ from the late adolescents who have customarily populated classrooms. Colleges in the KCRCHE consortium find themselves moving into new kinds of instruction (e.g. occupational and experiential) for which there is little settled wisdom available within the institution itself.

KCRCHE is the primary vehicle for interinstitutional assistance in this geographic region. The most critical need of its 17 member institutions is to increase their competence in the basic tasks, managerial as well as instructional, which define the essential education mission. KCRCHE's schools must develop the administrative and instructional competences and experiences they need not only to cope with, but to grow beyond their present difficulties.

To help meet these institutional needs, KCRCHE has established a Center for Institutional Development (CID). This center provides a formal, systematic and comprehensive series of seminars designed to provide selected participants from the 17 campuses with the skills and knowledge necessary to improve their institutional situation and prospects. In addition, the Center arranges and delivers intensive short courses on topics of near-term or interdisciplinary relevance. CID activities include providing up to 500 KCRCHE professionals each year with an opportunity to attend up to 12 different seminars and 15 different short courses. Yearly seminars and courses are designed and delivered by up to 40 different instructors with established reputations in the particular fields involved. Seminars meet once monthly throughout the academic semester; each closes with a two-day wrap-up session. Participants design and execute projects applying seminar content to the needs of his or her individual institution.

Anticipated benefits to the KCRCHE schools include reducing professional turnover and increasing job performance among current administrators and faculty; improving skills and knowledge in key functional positions throughout the institutions involved; and in the long run, improving the institutional effectiveness and efficiency.

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Kedren Community Mental Health Center
Los Angeles, California

Kedren Community Mental Health Center is a private non-profit agency founded in 1965 in the wake of the much publicized Watts riots. It is located in South Central Los Angeles and serves approximately 70,000 residents in the Watts area of which eighty per cent (80%) are welfare recipients. About one third of the population has less than eight grades of formal education and only ten per cent (10%) have had one or more years of college education. Moreover, scores on standardized reading tests, administered by schools, have been consistently below the national average. In fact, percentile scores, on a grade by grade basis, tend to become lower in higher grades. Based on these and other indicators, Kedren has initiated an academically oriented success program called the Watts Community Thinkers' Tournament (WCTT).

WCTT uses a series of instructional games that offer a different approach to learning. The participants generate problems for each other (and cope with problems generated) by allocating scarce resources by the moves that they make. These games require only paper and pencil and can be easily played over the telephone; they help learners to develop fundamental intellectural skills in logic (ON-SETS), mathematics (EQUATIONS), spelling and word structure (ON-WORDS), and scientific reasoning (QUERIES 'N THEORIES).

The first year of the project includes staff development and training and tournaments among clients and community residents. During the second year teams from Watts will compete with teams from other communities. Kedren's staff has direct assistance from COMEX project of the University of Southern California which will provide the resources for the Kedren program. Layman Allen, the developer of the WCTT concept of the Structured Learning Environments Project at the Mental Health Institute of the University of Michigan, will act as WCTT consultant. WCTT expects to provide an opportunity for the development of sequential analysis and fundamental intellectual skills for Watts residents with various education problems and learning disabilities. Success experiences by children in the WCTT are expected to lead to improved school performance. Successes by adults are expected to lead to assessment and certification of high school equivalency, admission (at least on an experimental basis) to post secondary institutions and qualification for employment that demands proof of academic competence.

If WCTT can be successfully implemented in Watts, as it was in suburban Ann Arbor, Michigan, there is good reason to believe that it can work in other communities.

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Keller Graduate School of Management
(formerly CBA Institute)
Chicago, Illinois

Women, who now (according to the 1970 Census) constitute over 40% of the labor force, remain heavily underrepresented in management positions. In 1971, 31.5 million women were employed outside the home, but a mere 8% of female white-collar workers (4.9% of all employed women) fell into the managerial category compared with 35.8% of male white-collar workers. The average salary of the woman manager was less then one-half that of the male in the same field. The Nation's strong coeducational liberal arts colleges (which have prepared many women for success in graduate and professional schools) have not come forward with special efforts that prepare their women students to seek and succeed in management careers. Many have eliminated business courses from the curriculum, and most find employment recruiters increasingly less likely to visit small college campuses.

In response to the above stated need, the Keller Graduate School of Management in cooperation with the Associated Colleges of the Midwest offers a Summer Internship Program for 24 women who are between their Junior and Senior year in college. The major objective of the Program is to give talented women an introduction to the real world of business and to graduate study in management at a time when these inputs can have meaningful impact on their career planning decisions. Another objective is to provide cooperating firms with the services of an intelligent woman of high business potential. The sponsoring institutions believe the summer experiences of both interns and employers will increase the flow of able and qualified women toward careers in business. Cooperating employers cover as wide a spectrum as possible -- banks, brokerage houses, city and state agencies, manufacturing firms, non-profit organizations. Each is fully cognizant of the goals and aims of the program, and has been asked to provide the intern with responsibility, meaningful tasks, scope for decision-making and the opportunity to become familiar with the organizational structure. In addition to the 10-week business internships, the women take two courses chosen from Keller Graduate School Management's regular summer quarter offering. Interns receive a Fellowship which includes a cash stipend, housing for the summer, full tuition and books for the courses they choose, and several special group activities over the course of the summer. Interns are afforded further opportunities to interact with resource persons to supplement their classroom and on-the-job learning.

We anticipate that this experience will stimulate participants to plan and become qualified for business careers, and will encourage the cooperating employers to open their doors wider to all qualified women. In addition, it is expected that returning interns, during their final year on campus, will communicate their experiences with their female classmates and encourage them to seek management careers.

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Kirkwood Community College
Cedar Rapids, Iowa

Community colleges are becoming increasingly aware of the need for closer partnerships with industry in the development of career education programs. Students are demanding career relevant programs, and many attend community colleges because they feel the programs offered at these institutions are practical and job-oriented. A more direct involvement of business in the formulation of career programs at junior colleges could greatly increase the utility of the skills taught and provide students with direct access to business settings.

Kirkwood Community College has looked at their career programs and identified several problem areas. They discovered that Kirkwood graduates are dissatisfied with their human relations and problem solving skills, as were their employers. Problems such as these caused the staff at Kirkwood to realize that students had limited opportunities for job experiences, and that the business and industrial community was being under-utilized in the design and evaluation of occupational programs. Additionally, Kirkwood is concerned about the lock-step nature of their programs which do not take into account students' different skills which are particularly important in an open door college with such a diversified student body. Kirkwood feels that the shortcomings of their career programs may relate to another concern--their high attrition rate.

To address these concerns, Kirkwood plans to use a competency-based strategy by emphasizing levels of performance rather than time spent in class. They are also providing a developmental program in math and reading and are strengthening cooperation with business and industry by involving them in the identification of job competencies.

In the first year of the project the developmental program is being designed as well as a medical assistant program, environmental health assistant program and auto body/collision repair program. Tests to assess student's skills are also being developed. The program will be expanded in the following two years. An internal as well as external evaluation team will monitor the progress and evaluate the results of the proposed instructional program on a yearly basis.

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The Learning Exchange
Evanston, Illinois

In every metropolitan area vast numbers of human resources are either unused or under-utilized. For example, in Greater Chicago less than 7% of the adult population are professional educators while the other 93% are people with skills, talents, and knowledge that make our city work. Before schools were invented, adults who "knew things" played a vital role in a city's educational process. Now, because of the evolution of highly structured, formalized educational institutions, people who "know things" (but who may lack degrees or cerfified teaching credentials) have few ways to pass their knowledge on to others. As a result, much educational potential is being lost in a contemporary society.

The Learning Exchange (TLE), a people-to-people telephone referral service, was established in 1971 to tap the vast human resource potential that exists in metropolitan Chicago. Acting as an educational clearinghouse, TLE matches people who want to learn with people who want to teach and vice versa. Moreover, people who want to form peer learning groups are matched with each other. After referral, participants assume the responsibility for creating their own learning arrangements. They detemine when and where to meet, for how long, what materials will be used, and fees, if any. By enabling learners and teachers to design their own programs in accordance with their needs and convenience, TLE is playing a vital role in promoting learner-centered educational change in metropolitan Chicago.

Since its inception, TLE has been instrumental in establishing more than 5,000 classes, discussion groups, tutorial sessions, and recreational activities. TLE currently has registered over 3,000 subjects which callers want to teach, learn, or discuss. In addition to academic tutoring, the most popular subject areas on file include foreign languages, musical instruments, arts and crafts, and manual repair skills.

Because of the rapid growth and development of TLE, the 3x5 index card data base is becoming outdated and overloaded. The Fund has awarded TLE a grant for FY 1976-77 to develop a data processing system that can handle the information input, storage, and retrieval functions necessary for an efficient, effective, and low-cost referral service. The implications of the Fund grant are far-reaching. Not only will a newly designed data processing system increase the capability of TLE to serve tens of thousands of new learners and teachers in the Chicago area, it will also serve as a model for all the other independent organizations similar to TLE that are beginning to emerge around the country (ten have already been established and approximately ten more are currently on the drawing boards).

To help promote the establishment of more people-to-people educational referral services like TLE in other cities and to eliminate much of the front-end development cost, one of the products of the Fund grant award will be a booklet which outlines the ingredients of an effective data processing system, as well as methods and techniques for developing publicity networks, effective media and grass-roots communication programs, self-support mechanisms, and feedback systems.

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Lone Mountain College
San Francisco, California

One of the most pressing problems facing higher education is defining the relevance and importance of a liberal arts education. Students and others throughout the country challenge the assumption that traditional humanistic studies educate individuals to deal intelligently with contemporary problems or to live responsibly in a rapidly changing world. Lone Mountain College, a small private liberals arts institution near the center of San Francisco, accepted this challenge and found itself questioning the value of its academic programs and its relationship to the urban community which surrounds the campus. It began recruiting a more diverse student body, using varied urban resources, and examining ways of helping students integrate intellectual development with social and emotional growth. To this end, Lone Mountain submitted a proposal to the Fund to design and implement a new liberal arts curriculum which facilitates individual development in relationship to the external world. Lone Mountain was awarded a three-year grant to revitalize the liberal arts mission of the College.

In the first year of operation, a coordinating committee was created which was responsible for planning and implementing new courses and requirements for the bachelor's degree. Among the most important accomplishments of the first year was the definition of five components of a general education program: expression/awareness; human relations/cross-cultural; globally significant issues; historical perspective; and community action project. The five components incorporate interdisciplinary content and an array of learning styles, which, when mastered, enable the student to choose the most suitable means of approaching a new learning situation. Students may fulfill requirements in each of these areas in a variety of ways, using both campus and Bay Area resources, and are encouraged to design their own programs where appropriate.

In the second year of the project, Lone Mountain continued to refine the areas of study of a liberal arts degree. It tested additional pilot courses and activities within the major fields as well as the general education program. One result of this effort has been a design for evaluation of curriculum which will be refined and used more widely during the third year of the project. The activities of the project aim at involvement of all undergraduate faculty and students,and several of the activities involve many individuals from the Bay Area community.

The expected major outcome of the project is a model for a new form of liberal arts education which is based on an explicit theory emphasizing learner development and which can be refined with the aid of a productive and practical means of evaluation. It is anticipated that this model can be described adequately in terms of theory, approach, methods, and evaluation to be of use to other liberal arts colleges.

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Macalester College
St. Paul, Minnesota

The problem this project attempts to alleviate deals with extending effective educational opportunity to older persons (defined as age 55 and over), particularly in intergenerational settings, while also enriching the traditional educational process for the young. This older group, the fastest growing minority in the U.S.A., is not now adequately served by our several national education systems. Although we have some beginnings modestly funded, for example, by (1) Title I of the Higher Education Act of 1965, (2) Title III of the Older Americans Act, and (3) FIPSE, much needs to be done to coordinate, sustain, enrich, and increase these and other promising efforts in the national interest.

In response to the problem this project will train a staff composed of representatives from each of the Minnesota educational systems: the University of Minnesota; the State University Board; the Private College Council; The State Community College Board; and the Area-Vocational-Technical Institutes. The method of training is a seminar presented by experts in the field of gerontology as it relates to education, sociology, psychology and public affairs. This staff will then take their expertise to interested campuses throughout the state of Minnesota and share it in ways compatible with each individual institution i.e. seminar sessions, workshops consulting time etc.

This project has the endorsement and cooperation of all of the educational systems heads in the state. Such a cooperative climate is due in large part to the work of the Minnesota Intergenerational Education Consortium comprised to the University of Minnesota, Mankato State University, the Colleges of St. Benedict, St. Thomas ans St. Catherine, St. Paul Area Vocational-Technical Institute, North Hennepin Community College and the Minneapolis Public Schools, which has been operating for the past two years under a grant from the Administration on Aging.

The goals of this project are: (1) to effectively train a staff of resource persons who will then effectively translate their expertise into training sessions on approximately 36 campuses (6 from each system) throughout Minnesota; (2) to use these training sessions to raise the consciousness level of the institutes and the systems they represent in the direction of integrating retired persons as a new clientle; (3) to develop the state of Minnesota as a national center designed to stimulate other states to do likewise; (4) to implement further phase I (intergenerational living, learning and teaching) as a way of moving toward a national learning society by so using a state systematically to influence national social policy.

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Madonna College
Livonia, Michigan

Madonna College, a coeducational liberal arts college, has identified a serious educational-social problem present in the current American higher education system. Communication barriers exist which prevent deaf and hearing impaired persons from fully participating in education beyond the high school level.

Academic programs need to be established in higher education institutions which integrate the educational experiences of hearing and deaf persons. Madonna College has a total communication program geared to integrating the deaf and hearing community. With the support of the interpreter training program at Madonna College, the student body and faculty have access to American Sign Language.

Activities to be conducted with Fund support are as follows:

1. Two intensive workshops in Manual Communication for training Madonna College administrators, faculty and staff are being offered during the academic year 1976-77.
2. All hearing students and deaf students are provided with an opportunity to register for a tuition-free 2-semester hour course in Manual Communication.
3. Thirty deaf students have begun studies in the liberal arts and career oriented programs at the College. Note takers, tutors and interpreters assist these students in their class work.
4. All lectures and campus events are translated into sign language for deaf participants.
5. Hearing students are tutored in sign language by deaf people within the community.

As a result of these activities, during the next five years approximately 300 deaf students will be integrated with 1,700 hearing students of which 500 will be expected to have a basic knowledge of Manual Communication. Full time administrators, faculty and staff will have achieved proficiency in communicating with deaf persons, and Madonna College will become a community of scholars in a hearing-deaf integrated environment. Madonna College will become a learning center for the younger and older deaf adult students on a multi-state level. The Madonna College program will serve as a model for other cultural groups that use a second language.

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University of Maine, Orono
Orono, Maine

For too long postsecondary teaching has not received the same kind of support and prestige as research activities. Often university level teachers have not received realistic teaching preparation, and the atmosphere and situation in their departments may inhibit their trying innovations or openly discussing new methods. Appointment and promotion decisions do not clearly enough depend on teaching achievements. The University of Maine at Orono is committed to elevating the importance of teaching throughout the seven campuses of the university system. A faculty-initiated Committee for a Seminar on Faculty Teaching has received the support of the Chancellor and administration for a program to identify faculty needs in all areas of teaching and to aid and recognize teaching innovations.

Now in its third and final year, the University of Maine program has developed a survey instrument on faculty needs and innovations which has been used throughout the State system. Institutes and monthly seminars are offered to help faculty develop new skills. A new evaluation instrument is being developed. Eight teaching awards have been given again this year. The awards go beyond the traditional recognition of popularity, to reward methodological innovations which are having measurable, positive results. Honored faculty share their approaches with colleagues through development seminars. Some schools and departments have indicated a willingness to weigh these awards in promotion decisions.

An expected outcome of the project is the improvement of teaching throughout the University of Maine system. It is also hoped that the University of Maine project can serve as a model for faculty development and the elevation of teaching in other postsecondary institutions serving a largely rural population.

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University for Man (UFM)
Manhattan, Kansas

A complaint frequently heard in small towns across the United States is that "there is nothing to do." The disenchantment of many youth with their local opportunities is resulting in both a general outmigration of young people and the failure of other youth to return home after college graduation. The proportion of elderly citizens in Kansas, particularly in smaller communities, is increasing, which means fewer people in the productive age groups. Many small Kansas communities are declining, as they become less and less able to provide either full employment or full services for their members. This trend, if it is not reversed, could mean the loss of an enormously rich cultural heritage which characterizes small town life.

University for Man (UFM), a community education organization in Manhattan, Kansas, has been involved in the revitalization of community life for over eight years. The agency creates and develops all types of educational opportunities which are free of grades, credits, costs and prerequisities. The experiences of the staff have convinced them that within every small community are individuals who possess information and skills worth sharing and also individuals who want and need access to these talents. The problem, as UFM sees it, is that few public mechanisms exist for linking people together so that learning and sharing can occur. Last year, therefore, UFM assisted six Kansas communities in creating educational programs based upon local talent. Three of these communities were in northwest Kansas and three were considerably closer to Manhattan, in the north central region of the State. The six ranged in population from roughly 1,500 to approximately 7,000. Class topics spanned broad areas of human interest and concern, for example, Wagner Appreciation, Banks and Banking, That Church Down the Street, Metrics, Death of a Farmer, several languages, and various arts and crafts.

The UFM coordinators were assisted in their work by twelve VISTA volunteers, two for each community, who were thoroughly trained in UFM methods of organization. In the second year UFM is replicating the process in six new communities with twelve new VISTA volunteers. It is anticipated that all twelve programs will eventually be both locally controlled and locally funded, and this goal has already been realized for several of the first-year communities. A long-range goal of the project is to form a network of communities within Kansas where people with special knowledge and talents can reach others who are interested in the same areas, thus revitalizing the resources that have always existed in small towns, but that have frequently not been utilized. A film depicting the UFM experience is being prepared, and a profile of each particular town's community education program is also being constructed. These models will be available as paradigms for similar programs elsewhere in the nation.

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Marist College
Poughkeepsie, New York

This project, entitled "A New Curriculum and Career for Ex-Offenders to work with Troubled Youth" addresses several critical issues. First, there has been a seriously rising rate of crimes committed by young people in recent years. Secondly, there has been a proliferation of programs which are designed to work with pre-delinquent and delinquent youth but which have been staffed by untrained people. Third, many colleges and universities have initiated postsecondary educational programs for those incarcerated, have accepted ex-offenders as full-time students upon their release, have provided a full range of supportive services for ex-offenders, but have not considered curriculum changes or changes in teaching methodologies to meet the needs of ex-offenders. Finally, much of the previous experience of ex-offenders is untapped by traditional curricula and traditional careers offered to them by postsecondary institutions.

The proposed activities include: 1) establishing an Advisory Committeee to guide the planning process for both the academic and experientaal components; 2) developing new or refined inter-disciplinary courses and new tracking methodologies focusing on Juvenile Justice; 3) contacting local child care institutions and agencies to obtain field placements for students and developing employment opportunities for graduates of the new program. A national conference will offer the opportunity to present the model curriculum to others interested in these issues.

The objectives of the project are: 1) the development of a new interdisciplinary concentration within the discipline of Criminal Justice to work with troubled youth; 2) the development of field experiences appropriate to the new curriculum; 3) experimentation with and adoption of new teaching methods appropriate for ex-offenders; 4) reduced attrition rates among ex-offenders who are students at postsecondary institutions; and 5) the creation of a group of professionals trained to work with a wide range of troubled youth.

A unique feature of the project is the blending and interaction of ex-offenders who are students and traditional college students interested in pursuing a career of working with troubled youth, essentially a blending of theory and reality. Ultimately the proposed project is designed to provide new career opportunities for ex-offenders and a new group of professionals who can break the cycle of youth entangled in the criminal justice system.

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Mars Hill College
Mars Hill, North Carolina

Mars Hill College in North Carolina is a small, private institution in rural Appalachia. It became a fully accredited four-year college only in the 1960's. Mars Hill might have been another of what the Carnegie Commission called "invisible colleges." But in the late 1960's, a new administration initiated a self-study which developed a basic philosophy stressing that learning is a total experience, involving "in" and "out-of-class" experiences; that the student's individual development should be at the center of the curriculum; and that the curriculum should recognize and develop the multiple talents of its diverse students. Thus off-campus work has become a part of the program and much emphasis has been given to diagnostic testing and counseling.

Most significant has been the college's full commitment to a competence-based curriculum. At Mars Hill, competence-defined objectives and approaches are not just an additional component to a traditional program; the full curriculum is shaped by this important new approach to undergraduate education. Under a competence-based curriculum, a college education is no longer defined by courses the student must take, but by what the student is able to do. This is producing changes in learning experiences and in what faculty and students do and how they work together. Mars Hill College is implementing a competence-based curriculum in the liberal arts. Competencies in six areas of general education have been defined and means devised to develop and assess them. These areas are: Communications, Personal Knowledge, Cultural Values, Aesthetics, Sciences and Synoptics. Thirty-six areas of specialization are now being placed on a competence base.

Now in the third year of Fund support, the College is completing its transition to the new program. The students, faculty and administration with the assistance of professional evaluators are rewriting the Mars Hill curriculum and designing and instituting on-going evaluation procedures. An Evaluation Center has been established and key faculty are receiving further training as leaders of assessment teams responsible for assessing the competence of students in six areas of general education and thirty-six areas of specialization. Some of these competences draw on traditional courses and approaches, but all involve new clusters and opportunities which depart from the usual disciplinary emphases.

Mars Hill's new departure has already led to an invigoration of its own program. The full commitment of the College to a competence-based curriculum and its successful implementation make it a model in a very testing period for small liberal arts colleges.

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University of Maryland Baltimore County
Baltimore, Maryland

UMBC shares with other public universities the following problems related to preparation of incoming freshmen and their study during their first year: 1) at least 60% of these students enter with inadequate learning skills for study in the arts and sciences, 2) the learning skills necessary for study at the university level are not explicitly taught in most beginning courses they take, 3) they typically take schedules of three to five uncoordinated lecture courses, 4) commuting (82% of all students) and employment (about two-thirds of all students) schedules lead students to spend minimal time on campus and to participate minimally in the academic community, 5) these conditions lead to low academic achievement and inadequate commitment to intellectual and cultural endeavor by many persisting UMBC students, and 6) the further consequence of attrition which lowers the number of students available to pursue arts and sciences majors in the upper two years.

These are crucial problems in an arts and sciences university, such as UMBC, where every undergraduate degree candidate must complete a major in an academic discipline. In order to fulfill these majors, students must be prepared by their junior year with intellectual skills of inquiry, analysis, and expression that have been the traditional goals of the first two years of arts and sciences study.

The UMBC self study for Middle States accreditation concluded that the most serious academic shortcomings of the institution include these and related issues of the first two undergraduate years. A task force report of that study proposes as one response the development of 9 credit Cluster College core curriculum for 100 freshmen each. These are taught by three professors from differing disciplines, their sole teaching for that term. These interdisciplinary units introduce students to university level inquiry and teach the common intellectual skills needed to do upper level study. The subject matter is individually determined by the Cluster teachers and may include material covered in departmental courses. Learning goals include common goals for all Clusters as well as the particular goals of each.

The initial grant activity is to define the principles for the design of individual Cluster Colleges, carried out by a program committee of eight faculty members. Two teaching teams devote a third of their time in Fall, 1976 to development of two Clusters, which they will teach in the Spring. Each team includes two program committee members. Several more are developed for Fall 1977, before a formal proposal is presented to the UMBC Senate for adoption. This proposal, the guideline statement for the program, and the evaluation of the individual clusters will be among the project outcomes which might serve to assist other institutions interested in establishing similiar programs.

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University of Massachusetts
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It is well-known that many college students appear incapable of mastering even elementary mathematics and physics. Less well recognized is the degree to which science and engineering students survive by memorization with minimal levels of understanding. These phenomena reflect a serious mismatch between the level of cognitive development present in most college freshmen and the level required for an understanding of science or mathematics. Because students find many concepts beyond their immediate grasp, they resort to a learning strategy of rote memorization and continue to employ this strategy even in situations where the material can be easily understood.

The School of Engineering and the Physics Department are developing a comprehensive freshman year program for 350 entering Engineering students. At the beginning of the year, all student take a diagnostic test which measures their skill in performing mathematical calculations and their ability to employ certain basic cognitive structures. Based on the results of this diagnostic, a series of one credit modules is prescribed. These modules are designed to develop basis congnitive structures. For example: ratio relationships; if... then ... reasoning; separation and control of variables; transformations between different frames of reference. Courses are also offered on problem-solving, learning strategies and understanding mathematical relations. Six faculty from the School of Engineering are engaged in developing the curriculum for these courses and in the modification of existing courses.

After completing the Engineering modules students enter a two semester calculus based physics sequence. This sequence is being modified to teach not only physics but also techniques for observing physical phenomena. Students are shown that physics is a way of thinking; a methodology which employs certain powerful techniques for forming generalized concepts. These concepts can be used to categorize a wide range of observations and make it unnecessary to memorize vast numbers of facts. Two faculty are engaged full time in making these modifications; they are assisted by other faculty, a post doctoral student and several graduate assistants. A major emphasis is on redesigning the laboratories and home work so that they are coordinated and illustrate methods of correlating theory with observation. The Heuristics Laboratory, operating in conjunction with the course, provides a low- pressure environment for developing these skills.

The primary objective of the Cognitive Development Project is to create a uniform emphasis on basic learning strategies which promote understanding and to systematically discourage techniques based solely on rote memorization or formula manipulation. We hope, by establishing these strategies early, to influence not only the students but also the faculty who will teach them in subsequent courses.

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Educational programs, particularly those of an innovative kind, require evaluation to determine the extent to which programs are meeting their goals. Often vast amounts of evaluation work is done that provides information irrelevant to decision makers regarding the success of attaining goals and predetermined values or ineffective techniques are used that do not provide evidence of the program's success.

This project will examine a sample of ongoing Fund projects to determine the particular project's success at meeting the goals and values of the variety of constituencies involved in the project. Information will be provided to the involved decision makers several times a year on the extent to which their objectives are being achieved. Decision makers will receive virtual continuous feedback when they want and need it--during the project in time to perhaps revise goals and values as the project or its focus changes. The evaluation technique uses Bayesian statistics and multi-attribute utilities and gathers information from all relevant decision makers, program staff and a sample of project participants.

The short-term outcome will provide the Fund staff with evaluative information on the extent to which the programs under study are meeting overall Fund objectives. The long-term outcomes expected from the project are the provision of a tested evaluative methodology which can be used in all Fund programs, and a comparision between the evaluative outcomes of this approach contrasted with alternative evaluative approaches now being used with Fund programs.

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The issues of assessment and measurement have come to the forefront of higher education. For many of today's students, traditional measures of academic success seem to have little relevance to their expectations and aspirations for success in work and other life roles. Furthermore, these traditional measures--course grades, credit for time in class, standardized aptitude and achievement tests--have repeatedly been shown to be unrelated to demonstrated competence in postacademic roles.

What is needed are new measures of learning outcomes that are empirically linked to adult life roles. Through the Higher Education Consortium on Assessment, a cooperative association of colleges and other institutions concerned about assessment issues, ICA will address this need.

Five basic areas will be considered. They are: (1) new conceptual frameworks that include, for example, how people process, integrate and use information, not merely how they store and retrieve it; (2) new assessment techniques that are both valid and meaningful thereby filling the gap between those traditional measures that are highly reliable but irrelevant and insensitive to important learning outcomes and those innovative measures that seem more relevant but are highly subjective, costly, and time-consuming; (3) construct validity of measures to provide more precise definitions of what test results signify, i.e., what tests really measure, by comparing results of new measures and those of other tests; (4) predictive validity of assessment tools to identify the differences between adequate and inadequate performance in professions and other life activities, thus, making it possible to establish and award credentials of real value; (5) policy-relevant data to compellingly demonstrate the effectiveness of higher education in terms of postacademic success and to offer directions for change in curriculum development and evaluation, credentialling procedures and higher education policy in general.

Project outcomes will be validation data on new measures; reports on the effectiveness of new measures as diagnostic and evaluation tools; concept papers related to the issues of identification, measurement and validation of competence; a catalog of new measures and their utility for a variety of assessment objectives; and a data bank with individual and aggregated data analyses about instrument validation and effects of various interventions on learning.

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The field of public administration has been rapidly growing. Employment in this area nearly doubled between 1960 and 1970, and by 1980, 13.5 million people are predicted to be employed by State and local governments.

Programs are needed to develop the ability and underlying knowledge required by the public administrator whose activities are changing rapidly with a new focus on responsiveness to constituencies, decision-making, problem-solving and non-legislative policy-making. Programs to prepare public administrators in higher education have largely been confined to theoretical learning, and have ignored the professional abilities necessary for effective performance and growth. Furthermore most professional oriented programs are only available at the graduate level and do not deal with the problems needs and aspirations of undergraduates. Megar Evers College proposes to develop (within a three year period) a baccalaureate program in public administration emphasizing the competencies needed to perform effectively in this field. The piloting of this program will involve a selected group from the nearly 350,000 employees of New York City and will be offered in a manner that is convenient to them.

The project activity is being guided by public administration faculty, and a policy council which is a panel composed of practitioners, academicians, and representatives of interested constituencies. The panel aides in the identification and categorization of competence-based areas (CBAs). Development of learning strategies, identification of instructional resources and delineation of assessment measures.

During the first year of the project Medgar Evers developed a draft system of CBAs which after further development and piloting can serve as the basis for a theoretically-sound and professionally viable taxonomy of knowledge, skills, attitutdes and behaviors for contemporary urban administrators. In addition, it has brought the first two CBAs to the piloting phase and has made substantial progress in the development of CBAs three and four, as well as having developed a series of working papers in such areas as public administration education, assessment of undergraduate public administration, corroborative research and a design for the project's evaluation.

The program combines the theory and practice of public administration in a curriculum at the undergraduate level. The project intends to construct a complete model which can be entirely replicated by institutions, and the generic nature of the materials also lend themselves to use within other public service fields.

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Adults 20-25 and beyond need advice and assistance in life and career planning of a quality presently unavailable, particularly in relation to mid-career/mid-life changes in work and life styles. Changing social factors provide adults with more opportunities, more alternatives, and more "career crossroads" than ever before. Most adult Americans in the last quarter of the twentieth century will require more effective tools for continuous self-directed planning to meet these changing needs. Educational and other helping agencies and organizations which serve--or seek to serve--adults in the need of life and career planning assistance can and should work together to improve the quality of such assistance. Such services, however, are not coordinated and because of limited access, structural deficiencies and, in some cases, poor reputations, they do not have substantial impact on the potential audience.

This project addresses both the problems referred to above, i.e., improving the quality and quantity of advice and assistance available to adults and increasing cooperation among those institutions which can best bring about such improvement. Specifically, the project seeks to provide training for members of various helping professions in order to improve significantly their skills in counseling adults contemplating or involved in mid-career or mid-life changes in work and life styles.

To achieve the objective noted above, the project will: (1) build a network of relationships between educators and those who counsel and otherwise help persons involved in mid-life and mid-career changes; (2) conduct research and development activities necessary to discover life-planning, career-changing and job-hunting methods and make the results of this effort available in forms that will assist professionals and their clients in these fields; (3) offer workshops for training 250-500 members of various helping professions; (4) begin an educational program to increase the awareness of the public, employers, employee organizations, and policy makers about the need for improved life and career planning services for adults.

The project will result in the identification, development, and training of a network of community-based career and life planning specialists to assist adults living in the Twin Cities metropolitan area. The project will also produce a variety of self-directed teaching instruments for the use of adults requiring life and career planning assistance. Group teaching aids will also be developed. The project will also serve as a clearinghouse for the collection and dissemination of life and career planning tools and programs already available. A pilot developmental program in which adults will be assisted in life and career planning will also be part of the overall project.

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University of Michigan
Residential College
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Students across the country have in recent years been affected by a deepening concern about the future. Many of them feel that their education does not adequately prepare them to meet the challenges and demands which the future is likely to impose upon them, and find that there is a disjunction between what they are learning and what they sense they should be doing. It is important that educational institutions- expecially those of an innovative and experimental kind--should address issues of the future programmatically and seek to provide undergraduates with the skills, the insights and the personal resilience to cope with the challenges of that future.

Through a program of research-based teaching and learning, the social science community in the Residential College (an experimental unit within the College of Literature, Science and the Arts at the University of Michigan) is attempting to develop ways of preparing students to live in the altered world of the 21st Century. This program emphasizes close student faculty collaboration in the pursuit of social science inquiry on major contemporary issues. The grant helps establish the process whereby students and faculty can break away from the traditional classroom and semester framework and work together on major contemporary issues of common interest. Research projects are jointly planned, developed and implemented by small faculty-student groups . These are coordinated through bi-weekly seminars and the necessary skills in research design and techniques are provided through skills workshops organized with the assistance of researchers outside of the Residential College.

Through the example of our student-faculty research community we wish to establish the relevance of using social science tools to promote direct citizen evaluation of social issues, to develop coping skills for meeting emerging trends, and to develop ways to affect the direction of future social patterns. Specifically the intended outcomes for students are:

1. To understand the major trends and issues of the late 20th Century and to identify community, regional, national and global problems which can be researched in the context of the RC social science program;
2. To master skills in using basic techniques of research design, data collection and analysis of empirical materials;
3. To experience collaborative work with peers and faculty.

Intended outcomes for faculty are:

1. To work out of the center of their own interests with colleagues and students;
2. To develop new ways of teaching outside of the traditional framework;
3. To increase the relevance of their research, thus enriching their teaching in practice not merely in theory.

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Middlesex Community College
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Those who are elderly, unemployed, divorced, or widowed suffer from the failure of the educational system to provide the flexible, and supportive programs they need to cope with their situations in difficult times. Furthermore those financially injured by inflation and recession and in need of counseling and training often do not fit or project the profile required to obtain government aid. Although Massachusetts has a vast educational system, the state does not have specific designs to answer the needs of these thousands of adults who find themselves "newly poor". The Widening Opportunity Research Center, a part of the Division of Continuing Education at Middlesex Community College, Bedford, Mass, addresses itself to the problems of these individuals. Originally developed by volunteers as Women's Center, WORC has expanded to include programs for both men and women.

Basic to evaluating an individual particular needs is WORC's Counseling Program. One to one counseling is provided as well as other counseling services including workshops on career and life planning, training in employment seeking skills, and conferences dealing with retirement. An annual Fall Open House features information on local career and educational opportunities. Additionally, mobile vans travel to senior centers and social service agencies to provide similar services. Job Training is designed to encourage confidence building along with competence in a job area. Part-time scheduling allows retraining for the under-employed, re-entry housewife, or career changer. Occupational competency rather than overspecialization is stressed in order to avoid the need for constant retraining. Job Referral provides information on jobs, establishes business and community linkages, and maintaines a bank of resumes. The WORC Resource Library contains written materials on education, careers, employment, financial or legal aid, and consumer news. Additional WORC services include an information and referral service, a bi-monthly newsletter, a weekly column, and a speaker bureau.

The Volunteer Program is an integral part of the overall design of WORC. Not only is the training of volunteers important to the perpetutation of a cost effective service center but it utilizes meanfully the interrupted lives of participants by providing a transitional bridge from volunteer training to internship or employment. As an added incentive, two tuition free courses at the College are awarded for every forty-five hours of volunteer work.

By demonstrating a cost effective way to make life long learning a reality for adults, WORC belives it will help to promote the development of WORC--like programs throughout the Community College System in Massachusetts.

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University of Minnesota
University Without Walls
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The past decade has been a period of rapid growth of opportunities for individualized education for students who seek more personalized relationships with faculty members. At the University of Minnesota, of 50,000 students registered each term, approximately 10 percent will be working with faculty on one-to-one bases, outside of the regular classroom setting, for which academic credit will be awarded. With these opportunities, however, a problem has arisen. We know little about how faculty involvement in individualized education should be regulated, evaluated, and rewarded. The University of Minnesota University Without Walls project, because of its experience in individualized forms of education, is carrying out a two-year research and development effort aimed at making better use of faculty resources for these purposes.

The project consists of two parts 1) An analysis of past and current levels and trends of faculty involvement in individualized education at the University of Minnesota; 2) Development of models for recruiting, monitoring of activity levels, evaluation cost effectiveness, and evaluating instructional effectiveness of faculty involved in individualized education.

The small project staff works in association with a broad-based commission of faculty and students. Commission members serve as advisors to the project and liaisons for implementing project results at departmental and University levels.

The results of the project will include, in addition to models for regulating, evaluating, and rewarding faculty who are involved in individualized education, a series of policy recommendation documents to be considered for implementation at the University level.

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Modern Language Association
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Created in 1969 by the Modern Language Association, the Commission on the Status of Women in the Profession is made up of women who teach English and foreign languages and literature and Women's Studies. Our experience teaching a wide variety of students in different parts of the country and in different types of institutions has led us to identify three central problems:

1. the problem of finding ways to teach literature to non-traditional students who do not identify with the traditional liberal arts curriculum, to emerging student populations who are not readers, and to conventional student populations whose response to literature has become apathetic;
2. the problem that, even though women are a large part of the existing student population, are returning to post-secondary education in increasing numbers, and constitute the majority of students in literature, comparatively little is known about the history and experience of women in this country over the past 350 years;
3. the problem, once new courses have been conceived, of establishing a responsible base of cultural resources, scholarly materials, and experienced teaching personnel, in order to ensure the organization and perpetuation of such courses.

To begin to solve these problems, eight researcher/teachers from three geographic regions are designing, teaching, and evaluating one course in each region: in the South at the University of Alabama, in the West at the University of Colorado, and in the Midwest at Case Western Reserve University in Cleveland. During the fall semester of the 1976-77 academic year the researcher/teachers survey the resources on women in their respective regions, with special attention to diaries, journals, letters, memoirs and reminiscences. This research forms the basis of one course taught the spring semester of the 1976-77 academic year. The students in the course also engage in further research.

Information about the courses is disseminated through two regional conferences in each region, special MLA sponsored publications on the specific activities of the project and its outcome, and programming at the 1977 MLA Annual Convention.

The ultimate outcome is the development of a mode of literary education and criticism which includes an awareness of the concrete historical and social context that generated the work, as well as the historical and social context which has shaped the sensibility of the student and reader.

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Museums Collaborative, Inc.
New York, New York

Over the past few years, there has been an increased recognition of the need to view recipients of social services, including the students of educational organizations, as consumers, and to question the actual responsiveness and relevance of services provided to these people. A number of the Fund's projects demonstrate new ways to provide educational services which may increase their relevance to such consumers. The Cultural Voucher Program experiments with a new and different delivery system in the area of cultural education programs that are sponsored by museums, zoos and botanical gardens.

The experiment is sponsored by Museums Collaborative, Inc., a consortium of cultural institutions located in New York City and affiliated with the City government. The Cultural Voucher Program's goals are (1) to bring a broader range of people into contact with the educational programs of cultural institutions and (2) to provide the institutions with incentives to develop services which respond to the expressed needs of new audiences.

To this end, the Program awards money--in the form of vouchers--to ten selected community organizations, which together reach a potential audience of 75,000 people, to enable them to purchase services of their choice at eight authorized cultural institutions.

The cultural institutions accept the vouchers in payment for services and redeem them for cash from Museums Collaborative, Inc. In this manner, institutions are encouraged to work with new audiences, and are funded to the degree that they respond to expressed public needs. During the past year, the amounts of voucher money earned by the participating cultural institutions ranged from a low of $1,400 to a high of $11,500.

More then 200 separate projects were implemented by the participating cultural institutions and community organizations in the past year. Services purchased from cultural institutions by community organizations included:

- Admission to existing programs (1%)
- Weekly lessons in the visual arts, poetry, music, dance (56%)
- Special tours of exhibitions and architectural landmarks (8%)
- Courses in modern art, anthropology, urban ecology, etc. (13%)
- Technical training in exhibition design, catalogue production, photography, etc. (11%)
- Workshops on topics ranging from fund-raising to publicity (11%0

An Advisory Council of museum, community and New York City government representatives oversees all aspects of the Program, and it is evaluated by an external research team from Columbia University. During its third year of operation, Museums Collaborative will propose the voucher plan as an alternative funding system for part of the New York State annual budget allocations for the arts.

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National Council of Negro Women, Inc.
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Many women with limited educational preparation, particularly minority women in urban settings, are trapped in low-level clerical jobs. With the trend toward greater portions of one's life spent in the work force, the prospect of 40 years at the same job-level is very disheartening. Although employers often have monies to contribute to the expenses of education, they have done little to encourage the use of such resources, and many organizations do not have their own upward mobility programs. In the New York area, the National Council of Negro Women (NCNW) has worked with Pace University to direct minority women to particular job-related courses. However, most of these courses have been a one-time experience with limited impact upon the individual's career mobility. NCNW is now developing with Pace and its numerous business contacts, a complete program which offers greater possibilities for enhancing the career skills and knowledge of women.

A 60-credit Associate in Arts degree awarded through Pace University is being designed to move women from clerical jobs into management, sales and administrative positions. NCNW's role is to administer the project; link the resources of the institution and businesses; recruit and select students; assist in securing tuition assistance through company plans and government grants; provide career counseling; offer individual tutoring services. Pace provides the actual instruction. Eight to ten major companies are participating with students, faculty and NCNW staff in conducting a task analysis of competencies required for selected administrative jobs, and are jointly developing curriculum that reflects the competencies needed for such positions. The first year focused on development of a work-related, liberal arts curriculum including a concentration on business subjects, and initiation of the program for two groups of 30-35 women. In years two and three, the program is being refined and offered to several new groups of 30-35. The curriculum enables the student to earn the AA degree in two and a half years of after-work study.

An intended outcome of the project is to improve the career mobility of women who are stuck in dead-end jobs, and the evaluation looks at the success of the degree program in accomplishing this goal. By bringing the educational resources of the institution to the work setting, a new model of faculty-employer involvement will be tested. NCNW hopes that the presence of the project and involvement of employers will further sensitize employers to the needs of workers for career-related programs.

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The University of Nebraska
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The quality of teaching and learning implies responsibilities on the part of both students and faculty. The essence of this project is that students hold an important and heretofore ignored key to the improvement of teaching and learning. If we can help students become more analytical observers of their own learning reactions, they can not only assume more responsibility for the quality of their learning, but they can improve the quality of teaching through monitoring their learning reactions to various teaching strategies, through becoming more knowledgeable consumers of education, and through becoming more competent evaluators of teaching effectiveness.

This project will bring students and faculty together in a shared concern for the improvement of teaching and learning. A 3-credit-hour course in Learning Analysis (LA) will offer students at the University of Nebraska at Omaha, the University of Nebraska-Lincoln, and at a State college and a private college in Nebraska the opportunity to experience learning under four alternative methods of instruction. Faculty members who are outstanding practitioners of various learning strategies, e.g., Keller Plan, audio-tutorial, discussion method, media-oriented classes, etc., will prepare a learning unit in their own discipline for presentation to freshmen. Together, students and teachers will explore the teaching-learning process--student becoming more aware of the activity of learning and faculty becoming more sensitive to student reactions.

The course in Learning Analysis will also serve as a demonstration laboratory for each of the campuses involved in the project. Faculty members who may wonder about the applicability of the Keller Plan to their own teaching, for example, may particpate in the Keller unit, observing their own learning reactions, listening to student observations, and consulting with the instructor about problems of implementation.

A second feature of this project calls for the development of Student Learning Scales (SLS). Ultimately the test of teaching lies in the effectiveness of learning. The SLS will ask students to evaluate learning rather than teaching. The course on Learning Analysis will provide an especially rich resource for the development of the SLS, but the Scales are intended to supplement or replace the present student ratings of teacher performance. The SLS will be available, with tentative norms, to colleges and universities throughout the nation by Spring, 1979.

Finally, the project will experiment with self-propelling dissemination techniques in which experienced teams of faculty members can train new teams from similar campuses. An Institute on College Teaching Alternatives will be offered in the spring of 1979.

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New Jersey Education Consortium
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Many adults want to continue their education, but hesitate to do so. Many postsecondary educational institutions view serving the adult learner as a challenge, but hesitate to meet it. 12,000,000 American adults entered college in 1971 but did not complete it. In New Jersey, 41% of those over 25 years of age had finished high school but not college. The learning environment, class schedules, curriculum, teaching styles and administrative/ financial regulations have discouraged many adults from pursuing their education. Others fear the competition from younger students, or resent the apparent academic indifference to knowledge gained from experience. In its search for increased educational options in our society, the New Jersey Education Consortium has discovered that by serving as an educational broker for such individuals, a surprising number can be assisted in overcoming most of these deterrents.

The Consortium is opening "Centers for Educational and Career Choices" to serve adults in three urban locations (Perth Amboy, Trenton, and Camden). Part-time learning consultants, who are being trained by the Consortium, are providing detailed and current information on nearby educational resources together with information on career opportunities and occupations. For a fee, they give professional assistance in setting education/career and alternatives for attaining them, and/or assistance in organizing past experience and training for assessment by Thomas A. Edison College (or any other college which is equipped to assign credit for college level knowledge acquired through experience). The learning consultants are also being trained to assist the adult in planning an entire college career program, and where applicable to help negotiate learning contracts between groups of adults and post secondary institutions, The identification of goals entails about 13 hours of contact between consultant and the adult client, usually spread over a 4 week period and in a group setting, preparation for assessment about 10 hours. The design of an individual college program involves an additional 24 hours of assistance. The target for the first year is about 80 adult clients per Center, increasing to 240 the second year.

The project will enlist the resources of higher education to meet the needs of the adult learner. The immediate result is expected to be a significant increase not only in the use but the efficient use of post-secondary institutions by adult learners. A more long term goal is the modification of rules, regulations, curricula, and schedules to permit more effective use of educational plant and talent, and to encourage the habit of lifelong learning.

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University of New Hampshire
New England Gerontology Center (an affiliate of the New England Center for Continuing Education)
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For many of the 20 million American citizens over the age of 65, retirement and high age brings financial, physical, and social problems. Pervading and transcending these concrete issues is an intangible which afflicts the consciousness of everyone, young and old, in this industrial society. The concept of the used-up elderly is so much a part of modern America that even those dynamic elders whose creative, service-oriented lives belie the myth feel themselves a burden. For them, high age is a time to be endured with dignified sadness and resignation; for less fortunate elders, serious psychological problems develop. This state represents approximately 1/4 of the average life, an inconscionable amount of human time and resource to be wasted.

Elderhostel, a low-cost program of educational hosteling, was organized at the University of New Hampshire in direct attack on this concept. Recognizing that a college community is a self-contained world of intense intellectual and social stimulus, the Elderhostel staff planned a program which would offer these resources, at true costs, to people of retirement age. The Elderhostel program, in week-long units, includes study in non-credit courses, hostel-style accommodations in dormitories, meals in college dining halls, and participation in on-going campus life. Tuition costs are paid for by state and federal grants; hostelers pay the actual room and board costs. Hostelships are available for those who could not otherwise participate. Following the 5-campus, New Hampshire pilot project of 1975, 21 New England Colleges successfully hosted the program in the summer of 1976 for 1180 older adults.

Of the immediate impact of Elderhostel, there can be no question. Hostelers are personally revitalized by the experience, reporting new energy levels and increased self-esteem. Faculty members are overwhelmingly enthusiastic about the program, often realizing new dimensions and possibilities in their teaching. While no monetary profits are realized, colleges gain public relations benefits that literally could not be purchased. Many administrators are beginning to sense a lessening of the mistrust and resentment traditionally felt by elders towards institutions of higher education, and intend to use the Elderhostel program as a springboard towards further total community involvement.

The future of Elderhostel is not quite so certain. The enthusiasm of the elderly population and colleges all over the country, while testifying to the strength of the Elderhostel philosophy, poses a threat to the quality and character of the program. With Fund support, independent evaluations are being conducted from three perspectives: 1) adequacy of administrative design and potential for expansion; 2) statistical analysis of individual and institutional interest and participation in Elderhostel; 3) behavioral change in Elderhostel participants. It is expected that the results will indicate the optimal direction and future of the Elderhostel program.

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(Board of Regents)
Albany, New York

In New York, as across the nation, thousands of people of all ages are seeking to broaden their social and economic options through postsecondary education and college degrees. A myriad of college-level programs--both traditional and "non-traditional" -- have been developed to meet this challenge, and have expanded educational opportunities through external degrees, continuing education "weekend" colleges and the like. New York's Board of Regents, through its External Degrees and credit-by-examination activities, became aware that people, particularly adults, wanted more information about the growing numbers of postsecondary programs available to them. The Regents set up a Statewide network of volunteer academic advisors to meet these counseling needs, but concluded that a more concerted effort by full-time professionals was warranted. For this reason, five full-time librarians have been placed in three representative public library systems in New York State, to advise and counsel individuals from all walks of life on the postsecondary educational opportunities and financial resources available to them.

The librarian-advisors publicize their functions in their local communities through paid advertisements and established library information channels. The Project Director, based in Albany, provides materials and information on educational opportunities available locally and on a Statewide and national basis through the compilation and updating of an outline inventory on such programs. The Director travels extensively training the advisors and monitoring their activities, and linking the advisors, the public libraries, and local educators in a mutually cooperative and beneficial relationship. Hundreds of people are finding their way to further education, new job opportunities, and personal fulfillment through the informational and referral services of the public library advisors.

During the second and final year of the project, the Director will carry out a study to determine the effectiveness of the advisor service, the number of people served, the impact on local institutions of higher learning, and on the public library itself as a center of information on higher education. If the venture is a success, it can be easily replicated across the country because of the existence of public libraries and their tradition as a source of information for all learners. The project seeks to meet the needs of the learners in a cost effective manner by providing better utilization of existing library study materials at the same time it encourages people to continue their education within existing institutions of higher learning.

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University of the State of New York
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The need for responsible internal assessment is crucial in higher education. If institutions are to maintain fiscal health, ensure quality programs and be adaptable in order to respond to the needs of new groups of learners, they must be willing and able to undertake critical self assessment. Many institutions, however, are not convinced of the value and need for intensive assessment. Some institutions that are receptive to the procedure lack the necessary skills and financial resources.

The New York State Board of Regents, through its administrative arm, the New York State Education Department, is sponsoring a number of activities to encourage and strengthen institutional will and capacity to engage in internal assessment of undergraduate academic programs. The Department is working with nine New York institutions on a pilot basis in order to assist them in meeting the following objectives: a) recognizing the need for better assessment procedures, b) developing assessment techniques, c) training faculty and administrators to be better evaluators, and d) using the data obtained from the assessment for decision making and action.

The self-assessment project runs for two years, June 1976 to June 1978. An Advisory Committee on Assessment composed of the Project Director and national experts on assessment selected the pilot institutions and provides on-going assistance. A Task Force on Assessment, representatives from the pilot institutions, works closely with the Project Director on the assessment activities. Three case study workshops covering a variety of assessment procedures and techniques are scheduled in order that institutions not directly involved in the project may learn about the experiences at the pilots and become familiar with successful assessment practices.

Since the initiative and design for assessment is at the institutional level, a diverse educational system which responds to a variety of student and societal needs will be encouraged. These innovative approaches to self assessment will strengthen institutional vitality and provide national models for self assessment. The refined internal assessments which result will enable institutions to make effective decisions about their programs and take actions which ensure fiscal accountability as well as maintain quality in educational programs.

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Northeast Regional Library
Corinth, Mississippi

Rural populations often face the problem that the educational resources available to them are scarce and inaccessible. Northeast Mississippi has a population of 85,609 spread over 2,142 square miles and 77 percent of the people are in rural areas. Most of the students graduating from high school in this region go directly to work, and the median number of years of school completed is 9.8. For those who wish to pursue some form of education there are problems of time, large distances and a general apprehension about the formalities of enrolling in postsecondary institutions. However, many of these people are less apprehensive about approaching their local library, and a study of the Northeast region of Mississippi revealed that over one-third of the population is already using one of the 15 branch libraries in the region. A branch library is located within 15 miles of every resident in the area.

The Northeast Library sees the opportunity to perform a service to its community by diversifying the traditional library role and bringing new educational opportunities to rural locations. Rather than serving only as a storehouse of knowledge, a typically passive role, the library proposes to actively bring new educational programs to rural learners. The role envisioned is broad. The library is helping the recreational learner who is interested in learning something just for fun; it is helping the already unemployed or underemployed person learn skills that will benefit him economically; and, it is referring potential learners to educational institutions which can meet their needs and through which they can obtain college credit.

One of the major goals of the project is to create learning situations, either professionally structured by a university or informally organized with local instructors, so that the library can offer programs of interest and value to patrons with varied educational backgrounds through the local library network. Thus, the library will become an instructional center and serve as a model to other libraries that might also wish to provide more diverse services for their local communities. The library is also performing a clearinghouse function by providing information to learners and a referral service by linking learners to educational opportunities outside of the library that are unknown to individuals. In these ways, the library hopes to be more responsive to local needs and more exemplary of the range of services that a local library is able to provide.

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Northeastern University
Boston, Massachusetts

Adult women who desire professional careers in business have often lost a great deal of time raising a family or working in low paying jobs. At the same time, many of these women have acquired managerial skills through volunteer activities which are relevant and transferable to the world of work. However, traditional academic programs and employer recruitment practices continue to deter women from returning to school and gaining access to careers. Academic programs are often too long, too costly and frequently unrelated to career goals. A survey at Northeastern revealed that 74 per cent of adult female students are only able to take one or two courses at a time. At this rate, it would take a women ten to twenty years to complete a traditional program. Thus, higher education as it prevails today presents a women a discouraging dilemma; she must obtain a degree to get a job, yet by the time she graduates she may be too old to be a desirable job candidate.

The goal at Northeastern is to develop short-term, job-focused curricula as an alternative to traditional degree program. Project and Northeastern University staff are working in close collaboration with ten major employers. With these employer partners, who represent government, banking, insurance and industry, an innovative model has been developed to define and describe a number of managerial level jobs. Eliminating traditional job descriptions, which have tended to screen out canditates with non-traditional backgrounds, these Job Competence Profiles focus on the technical and managerial elements of each job and the skills and competencies required to perform them. The Job Competence Profiles have required that employers focus on competencies necessary for job performance rather than traditional requirements of degrees and work experience. The profiles have been used to assist women interpret the relevance of their own competencies to the world of work, and in the selection of candidates for a pilot demonstration program. They are also being used as critical empirical data in the development of an innovative management seminar.

In this second of three years (1976-77) twenty-four women, twelve presently employed and twelve with non-traditional experience, are taking their short-term, job-linked programs at Northeastern. The program will be monitored by a staff adviser and by the employer partners. In the summer of 1977 the women will assume their new and up-graded positions and an evaluation of the program will begin. It will involve assessments by employers, Northeastern faculty and staff and the trainees.

The expected long-term outcome of this Project is the creation of a new short-term management training program that responds to the needs and talents of adult women and to the goal of employers for effective job performers. It is expected that the concept can be transferred to other institutions and that it will have application for a variety of individuals.

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Opening the Doors Wider in Nursing (ODWIN) - Health Careers
Boston, Massachusetts

For the past ten years, ODWIN-Health Careers has been addressing the problem of exclusion of female heads of households and members of minority groups from higher education in the health fields. Although much is said of the importance of selecting a career, little is done to provide information that enables people to make informed decisions about their future occupation. Lack of information early in life can result in the selection of a high school curriculum which does not afford the opportunity to learn a broad range of skills. Career decisions are often unsuited to the individual's interest, potential and economic need.

To address this problem in the Boston area, ODWIN assists high school graduates and non-working adults to improve skills in English, math, reading/study skills, and science requisite for success in higher education programs in health occupations. The focus of the program is on the individual and the development and refinement of each individual's powers of reasoning and critical thinking. To this end, ODWIN employs a Diagnostic Learning Approach, a unique career-oriented academic and counseling program. The program consists of diagnostic assessment of skills, individualized educational plan, individualized academic program, and diagnostic-inquiry instruction. The current project is directed toward increasing students' understanding of the nature of careers in the health field and the scope of possible choices, increasing their skill in listening and note-taking, and refining their skills in reasoning and transfer of knowledge. ODWIN helps students locate and gain access to appropriate health education programs offered by postsecondary institutions, and continues to counsel and offer tutorial assistance as students complete these programs.

ODWIN ultimately hopes to increase the numbers of minorities who gain entry to and complete health career programs. ODWIN provides a model for the counseling services and preparatory instruction needed to accomplish this goal.

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Oglala Sioux Community College
Pine Ridge, South Dakota

Nationally, Native Americans who have left their home reservations to attend schools of higher education in other areas of the United States have had a higher dropout rate at the freshman and graduate levels. There are many causes: the separation of families, geographic mobility, and, of course, financial difficulties.

The Oglala Sioux Community College, an Indian-controlled institution, became a forerunner in bringing higher education to an Indian reservation. Through agreements with other institutions of higher education, a total of seven Associate of Arts degrees are offered in the areas of General Business, Education, General Studies, Lakota Studies, Building Construction, Social Services, and Nursing. These areas alleviate the student's emotional and social transition off the reservation for higher education by taking their first two years of academic work while remaining on the reservation.

Approximately 537 students participate in the coursework. The student body is an average age of 29; married or with dependents; and its female enrollment is increasing.

In attempting to assess its future growth, Oglala Sioux Community College found through a reservation-wide survey that additional educational needs were being voiced by reservation residents. A priority was being given to range management in the field of agriculture. Small Business was also highly rated. Basically, these two areas reflect the average resident's desire to become skilled in utilizing his own landholdings on the reservation. It is also indicative that there is considerable interest in starting small business enterprises.

To meet the needs of the local residents, the Oglala Sioux Community College is developing a new curricula area in range management and expanding the present Small Business curricula. A newly signed agreement with South Dakota State University will facilitate the awarding of academic credits. Approximately nine tribal districts are involved in the planning of this program. Two hundred twenty-five learners scattered throughout the 900 square mile reservation between the ages of 21-50 are receiving instruction in agriculture and business so that they will be able to pursue careers or vocations in these two areas.

This year's program is having an impact on agriculture as a new area of emphasis on this reservation. It is meeting a need which has been long neglected. One of the favorable outcomes is that this project can serve as a model on other reservations who are interested in developing their own land-base and their economy. The last lingering ties which the Oglala Sioux Community College has is with their trust-land. Its future development as well as their future life depends upon how the tribes utilizes this resource.

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Oregon State System of Higher Education
Monmouth, Oregon

This project focuses on two interrelated problems which have significantly affected higher education. One problem is that efforts to improve instruction are not examined for their effects on student learning and development. A second related problem is that credible and practical indicators of course-based student growth and learning are inadequately developed. In addition, to the extent that such information is available, faculty by and large do not know how to utlize it. This project therefore is an effort to implement an instructional development program which makes refined student learning assessment techniques an integral part of its process.

Project staff who are supported both from the Fund and from the Oregon State System are providing technical assistance to faculty, coordinating technical services, assisting in the organizational planning necessary for comprehensive instructional enhancement, developing measures of student gain and helping to restructure traditional reward systems for salary tenure and promotion decisions.

Working on an individual basis with a variety of faculty members, the project staff gains practical experience with the development and application of techniques for obtaining systematic information on student learning. As the various techniques are developed and refined, they are integrated into our instructional development activities. The latter activities most closely resemble those pioneered by Robert Diamond and his staff at Syracuse University. Generally, this version includes working with faculty: (1) to obtain a comprehensive picture of the goals, knowledge levels, and attitudes of the students who enroll in the courses(s); (2) to obtain a comprehensive description of the knowledge domain of the discipline and related instructor needs; (3) to obtain a descriptive analysis of the institutional, departmental, and instructor goals for what students should know when the course or sequence is completed; (4) to provide an analysis of the resources and constraints relevant to the problem; and (5) to develop an operational means for the improvement of learning and use of faculty resources. Information gathered from these steps leads to specific activities for generating objectives, learner options, tested formats and materials, and evidence regarding the effects of changes on faculty and students.

As a means of demonstrating the project's impacts on instructional offerings and developmental efforts, all activities, services, and products will be evaluated for their direct and indirect influences on (a) the ability of institutions, programs, and faculty to provide students with responsive, flexible, high quality learning experiences; (b) the ability of faculty to systematically determine, for instructional improvement purposes, the extent of their instructional impacts on students; (c) the ability of faculty members to engage in systematic program reviews; and (d) the data available to teaching and administrative faculty for use in developing "staff career support programs," aimed at revitalizing faculty careers. In addition to these evaluative results, we expect to have prototypes available to others which can be used for various kinds of assessment of student learning.

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Oregon Zoological Research Center
Portland, Oregon

Many students express a strong interest in becoming directly involved in an ongoing, original research project. Unfortunately, opportunities for most students are limited. The experiences and insights gained from actual participation in basic research are very difficult to achieve with standardized, pre-planned exercises. Even reading primary sources cannot adequately communicate to the uninitiated student the amount of hard work, complexities of the problem faced, and the excitement of discovery experienced by those doing original research. In these times of tight money, however, most educational institutions are hardly in a position to expand their facilities and staff to accomodate student interest in research participation. Therefore, to expand educational opportunities in this direction, other resources must be sought.

In recent years, the Portland Zoo has developed an extensive basic program focusing on animal behavior and physiology. From time to time, individual scientists have brought in students to work as volunteer assistants. The success of these students and the enthusiastic support of local college and universities lead to suggestions of combining resources for mutual benefit. Unfortunately, the number of students who could be accomodated has been far below the demand due to limited time for supervision.

The current three year project provides a greatly expanded educational program at the Portland Zoo's research center with an education staff to provide special training and supervision for volunteer assistants. All participants are given personalized instruction in observational data collection techniques before they begin their work as assistants and, depending on their assigned project and interests, may receive additional training in the maintenance and repair of programming and recording equipment, computer programming, inferential statistics, animal health care, use video tape equipment, library research, and research design. Arrangements have been made with several local colleges for their students to receive academic credit for their work in the program. Students from other institutions are aided by the supervisory staff in obtaining credit from their home institutions. The program is also open to individuals who are not presently enrolled as students but who have demonstrated ability to do college level work. The education program can now accomdate 45-50 new volunteer assistants per trimester and a total of approximately 150 per year.

In addition to the benefits accrued by the participants, the expansion and formalization of this program will serve to demonstrate its feasibility and cost effectiveness to Portland areas colleges and universities. One of the primary goals of the project is to develop stronger ties between the Zoo's research center and academic institutions leading to mutual material support the education program. Also, this project is meant to serve as a model for similar resource arrangements between basic research centers and academic institutions.

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Pacific Lutheran University
Tacoma, Washington

Students and faculty alike share the sense of disillusionment and frustration over the apparent inability of citizens to influence the decisions of public and private institutions. Furthermore, a liberal arts education appears to students no longer to be a passport to meaningful and lucrative careers, while potential employers or decision makers perceive college graduates to be poorly equipped with practical skills. Typical students at Pacific Lutheran University, although inclined toward human services, tend to be sheltered, and are not opened to the role of more effective public influence through textbook-lecture-discussion approaches. Fragmented departmental structures inhibit cooperative approaches on the part of social scientists to public and institutional problem-solving, and impede effective faculty development efforts. Although employability remains a high priority, there is a need for more appropriate measures for assessing the value of liberal education by broader criteria.

The Division of Social Sciences is carrying on a three-year demonstration program at the completion of which students will be able to demonstrate increased intellectual, affective and skill capabilities they will participate more effectively as change agents in decision-making roles within organizations or institutions, as employees, volunteers, or as citizens.

A range of activities are being used to achieve these goals. While the strategies are largely processes, they are closely allied with the substantive issues confronted in being productive citizens. Faculty student change agent teams examine ways the university can increase learning effectiveness. Cooperative planning within and between divisions will increase opportunities for learning activities beyond discipline boundaries. Students are placed in field settings with work responsibilities directly related to their academic and career goals. Changes in scheduling will provide wider options for combining various life experiences with formal learning.

Outcomes over a three-year period will include: Graduates in social sciences will be better prepared for decision-making roles in public and organizational environments. They will assess their liberal arts education as providing them with life-long, life-fulfilling ends as important as high employability. Faculty will be more capable of cross-disciplinary applications in public policy decision-making, both professionally and in teaching. Better University planning and programming will be achieved through evaluation and action-research of curricular and administrative structures.

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Parkersburg Community College
Parkersburg, West Virginia

For some time now the field of postsecondary education has witnessed a revolution of change involving open centers and laboratories where students may drop in for individual attention and instruction. Besides such changes as allowing a student to go at his own pace and adapting course content to a student's individual manner of learning, traditional time frames and rigidly fixed lecture hours have been abandoned. Students are allowed to pick from large blocks of instructional time.

This last point in particular has benefited the working student who has had to accomodate a full time job schedule with an on-campus instructional schedule. The problem remains, however, that many industrial employees on shift work still are not able to attend college. Even with large blocks of time, the actual availability of the instructor is still limited to only certain period of the day. Yet the average plant worker may find his shift changing periodically so that he cannot count on consistency of attendance. Parkersburg Community College is addressing itself to the problem by going that one logical step further - taking the campus to the worker himself, to the plant site itself.

However, this effort on the part of PCC, has opened the door for even a further contribution than simply making instruction available in unusual combinations. It has made possible the adaptation of existing course work and the designing of altogether new course work (if needed), so that education can fit actual work needs with infinitely better results. Opening a campus, so to speak, on the actual permises of an industrial plant and working solely with the employees of that plant, has made possible an immediacy and a genuineness of articulation between "work demands" and "educational course work" that was not possible before. The result is an industrial-campus (called Ind-Camp, for short), that has brought industry and college together in a partnership of effort not realized before.

Walker-Parkersburg, a Division of Textron, has embraced the project with enthusiasum, offering in turn not only to pay the employees' tuition but arranging for at least part of the study time to be taken from the regular shift work. Other plants have approached the college, wishing to participate. In the next two years, the project will undoubtedly reach out to many more.

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Piedmont Technical College
Greenwood, South Carolina

Piedmont Technical College, one of sixteen instutitions comprising South Carolina's system for technical and comprehensive education, shares a fundamental problem with other open-door two year colleges -- how to improve the quality of education in light of an open admissions policy and limited resources. The "quality" issue has two aspects at Piedmont. First, we have not systematically addressed the question about what is important to learn. Second, we have no systematic procedure to quarantee that students have in fact learned what the institution has designated as important skills transferable to multiple work and life settings. Related to the issue of quality is efficiency. Currently Piedmont has no way to identify student competency systematically. Consequently, all students take the same courses in general education, regardless of their competence, resulting in spending too many resources on some students and not enough on others. In order to remedy these problems, a Task Force, commissioned by the Vice-President for Educational Affairs, made recommendations for the revision of the General Education curriculum for degree students. These recommendations led to the proposal submitted to the Fund.

Piedmont is redesigning the entire General Education curriculum to make it competency based. Identifying the competences along with the evaluative criteria, standards, and methodology constitute the bulk of the first year's activity. Competences, determined with input from the area citizens, industrial representatives, and Piedomnt faculty, staff, and students, are to be applicable in a variety of work and life settings. Instructional and administrative support systems are being developed in order to facilitate the learning of all students in the proposed curriculum which features open-entrance/open-exit modules. Identifying the way students learn and leading students to accept more responsibility for their learning are key elements in developing student competence. Implementation of the competences in communication and personal awareness is targeted for the second year. Six faculty members are working half-time with the project director in this effort with full administrative and faculty support.

This project will result in an operational redefinition of general education for students receiving a two year technical education. The immediate results will be applicable to the other 15 member institutions of South Carolina's two year college system as well as similar institutions throughout the country. Elements of the total system, such as the strategies to facilitate learning of the disadvantaged students will be applicable to open door institutions across the country. This program is concerned with cost effectiveness as well as developing an educational system focusing on the needs of individual learners.

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University of Puerto Rico
Rio Piedras, Puerto Rico

The University of Puerto Rico, struggling to maintain its standards in the face of a constant or decreasing budget and soaring enrollments, faces some unique difficulties. It is responsible for educating the majority of the island's graduates, who come from relatively low-income homes and who enter UPR with marked deficiencies, particularly in mathematics and English. Courses in Natural Sciences at the Rio Piedras campus are given almost entirely in Spanish, but since very few innovative texts have been translated into Spanish, English textbooks are normally used.

The project now underway is designed to confront several related problems in the General Chemistry course. The most serious problem is the very high rate of attrition from the course, twenty-three percent of the 788 failed or withdrew from the course during the first semester of the previous academic year. Also, an informal survey of all students in General Chemistry during first semester 1975 showed that 90% strongly prefer instruction in Spanish and many object to the use of written material and text in English, although a small number are similarly handicapped in Spanish. Finally, the faculty feels that the students at the University of Puerto Rico demonstrate a particularly strong need for maximum personal contact with their professors.

Thus, the intended outcomes of the Fund-supported project can be summarized briefly: to reduce attrition in General Chemistry by the prompt provision of remedial help before too much of the course has gone by; to provide a bilingual training program to help reduce language barriers to the learning of chemistry; and to provide a tested system which might easily be adapted by other institutions, particularly in Puerto Rico and other Spanish-speaking areas, and also by other courses in our own institution.

Activities will include the development in stages of a Personalized System of Instruction, and the development of new experiments, descriptions and audio-visual materials for the laboratory. A bilingual methodology will be used throughout the course materials, including AV modules. An identical format will be used in the lists of objectives and in the unit and diagnostic tests. In Spanish-language audio material, key words will be repeated immediately in the correct English version.

It is anticipated that the proposed bilingual P.S.I. course could serve as a trial model for the other departments of the Natural Sciences Faculty at UPR. However, of much broader possible impact is the general question which is being addressed in this project: is the type of bilingual methodology used in this project an effective solution to the problem of producing scientists and technicians with a bilingual competence?

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University of Rochester
Rochester/Genesee Valley History Project
Rochester, New York

Instruction in US history traditionally emphasizes national developments and relies heavily on secondary texts and classroom lectures. This approach under-utilizes the learning resources to be found in any community, fails to realize the instructional potential of media, and may stifle natural history curiosity.

The Rochester/Genesee Valley History Project is exploring the potential of the community as a learning resource. Using local history as an organizing contruct and institutional focus, a regional consortium of colleges, schools, museums and libraries are developing interdisciplinary curricular experiments using primary research materials and media presentations. The Project is collecting baseline data on the utilization of institutional resources, media and local history in current teaching methods. Courses using local history, developed from workshops involving dozens of persons from more than eight area institutions, are offered to college students, secondary school teachers and community residents through courses at local colleges, museums and neighborhood groups. From this coordinated institutional experimentation and community-based research, the Project and its participants are producing radio/TV programs for local public network broadcast and are creating instructional media packages for classroom use. The project culuminates in the preparation and dissemination of curricular models, workbooks and a mult-media manual which can be use by other institutions to widen the use of the community as a learning resource.

The preliminary experience of the Rochester/Genesee Valley History Project suggests that local history is an approach which successfully integrates media into history curricula, links academic and community institutions, expands interest in history for both students and non-students, and achieves educational efficiencies through inter-disciplinary and inter-institutional instructional modes.

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Saint Mary's College
Winona, Minnesota

Seventy-seven percent of adult Americans report an interest in learning. Traditional arrangements of location, time, space, curriculum, teacher/student relationship, costs and degree requirements combine to perpetuate system whose many elements form barriers to learning for many adults. Employers of blue-collar workers frequently offer training programs for their employees which usually focus on improving job-related, technical skills. But as a human being, the worker has education needs that go beyond technical training.

Institutions of higher learning in today's society do not directly address the learning needs of adult workers. Consistent with its stated goals of extending the educational resources and benefits of the college to the community at large, Saint Mary's College is developing a program which bridges the gap between the traditional liberal arts college and the world of the adult blue-collar worker. A non-traditional educational delivery system is designed to minimize or eliminate the learner-indentified barriers to learning. Further, the project assesses the role of the liberal arts college in its relationship to this new target population and employs new methods, materials and principles as improved tools for the traditional institution. This recasting of the role of the liberal arts college makes possible a wide sharing of the model among other similar institutions.

Research with members of the target population of adult "blue-collar" employees yields data to guide the design, testing and implementation of individually tailored learning packages which develop skills and competencies in five areas: problem solving, group participation, effective communication, developing personal identity, and understanding the human enviornment. These Learning Packages will focus on subjects and skills readily useable by the learner in three living envionemnts: Home, Work, and Social/Civic. Sponsoring organizations, such as labor unions, social clubs and companies, will provide incentive, support, and locales for learning for their members.

The project will result in learning integrated with the pursuits of living. Involvement of the administration and faculty of the college will create planned opportunities for institutional renewal, ultimately leading to the institutions role in service to this target population.

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Saint Olaf College
Northfield, Minnesota

St Olaf College is a church-related liberal arts college with an enrollment of 2881 students. Although the admissions standards result in a somewhat selective student body and the students may appear to be a relatively homogeneous group, in fact, there is great diversity amongst them. One basic problem for colleges like St. Olaf is how to respond to an expanding range of student learning desires, styles, and capabilities with existing faculty, with the financial constraints of a slow-growth budget, and yet remain faithful to the traditional strengths of private liberal arts institutions, which include a more personalized approach to education, involving close student-faculty interaction. It is difficult for a college the size of St. Olaf to meet the diverse meeds of the students while continuing to teach most classes within the format of a tight unyielding schedule set to match the ability of the average student. Many students thrown into this common mold stand a good chance to become either frustrated or bored.

To meet this need St. Olaf is developing an alternative curricular structure, Schedule-Free Learning. Schedule-Free Learning is achieved by offering courses which are modular, self-paced and free from the time frame of the normal term system. This means that courses are started at numerous times or perhaps even at any time during the school year, and a one, two, or even three-semester sequence may be continued until the normal volume of work has been completed.

The program now involves 19 courses offered by the Departments of Biology, Chemistry, Economics, English, German, Mathematics, Music, Physics, Political Science, Religion and Russian. By 1977-78, the program will involve over 30 courses and include several other departments. Approximately 300 students are involved in these courses.

Schedule-Free Learning will be of value to both the high ability student and the student with a poor background in specific areas who discovers an individual learning tempo and works closely with a single faculty member and student tutor. Schedule-Free Learning will be important to faculty as they receive time and opportunity to explore both revisions of existing courses and development of new courses taking advantage of the multitude of educational technologies and programmed texts which have surfaced in recent years. It will also allow a more effective and creative use of faculty time talents to meet new academic needs with new academic tools without depersonalizing education. Schedule-Free Learning will benefit the college as a whole as it creates educational options for new students of all ages and backgrounds and as it permits greater schedule flexibility in cooperating with nearby colleges and high schools. A structure for students unable to operate within the normal frame of a semester will enhance the total program of the college as it encourages planning for year-round programs and continuing education opportunities.

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University of San Francisco
College of Business Administration
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There are many areas of postsecondary instruction that require a non-traditional approach to the delivery of the necessary curriculum. One of these areas is the training of small businesspersons in the necessary management skills they need in order to succeed. Traditional instruction can provide these skills, but it is only available if the small businessperson is able to regularly reach the place where the instruction is given. This is often not possible because the nature of the small businessperson's enterprise places great demands on time and makes scheduling time away from work on a regular basis impossible. A curriculum delivery system for this population should take full advantage of the current capabilities of technology to provide flexibly-available and individualized educational opportunity, so that those in need of the instruction can receive it on their time schedule and at their pace.

To meet the need for an open-entrance/open-exit training program, this project is developing a series of thirty modules which combine Computer Assisted Instruction with Video Cassette presentation of material at sites easily accessed by the small businessperson. The project is producing video cassettes of College of Business Faculty, successful small businesspersons and business consultants. With each video discussion, a computer administered exercise is being developed which reinforces the points covered during the video discussion.

The project is achieving the following: 1) testing and evaluation of the combination of CAI and ETV in delivering curriculum; and 2) testing and evaluation of a modular curriculum for management training of small businesspersons. As specific outcomes of the project, the following is being produced: 1) an effective, modular curriculum for management training for small businesspersons which can be implemented at little cost in any location; and 2) a model for a curriculum delivery system which can be adapted to many areas where training of inplace personnel is needed and must be scheduled according to their availability rather than according to the availability of instructors.

The project is designing the text and video cassette material to stand without the computer delivered curriculum. The computer delivered material will, however, add extremely important dimensions of pacing, performance monitoring and active interaction to the curriculum. Easy transportability of this material was achieved by developing it in a widely available computer language and on a system already in widespread use in educational institutions.

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Seattle University
Matteo Ricci College
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In 1974, Seattle University (enrollment: 3500) and Seattle Preparatory School established Matteo Ricci College as their response to a need for: (1) secondary and postsecondary schools to create more cooperative, efficient programs; (2) new curricula which integrate traditional insights and bodies of knowledge with the student's holistic personal development; (3) institutional climates and mechanisms which bring university-level faculty to learn new instructional methods and assume new educational roles.

Matteo Ricci College is a coeducational, fully coordinated and integrated six year program, beginning with the traditional freshman year of secondary school. The first three years (Form I) occur on the Seattle Preparatory campus; Form I enrollment for 1976-77 is 460. Fall of 1977, students will begin the second half (Form II) of the program on the Seattle University campus. Seattle University will grant its baccalaureate degree to Matteo Ricci College graduates.

A major goal of the University faculty is the completion of the Form II curriculum. This curriculum is fully coordinated with the Form I curriculum; it emphasizes the kind of interdisciplinary studies which recognize that the integrating principle at the root of all knowledge is to be found in neither a single discipline nor all disciplines taken together, but in that valuing activity, the self, which is the true subject of education; and it brings new direction to traditional disciplinary and professional programs which answer the student's legitimate desire to specialize and prepare vocationally.

Guided by the Director of Curriculum Development and his five-member committee, University faculty are designing the particulars of the new courses, the first six of which are being taught as pilot courses to select Seattle University students this year. During the 1977-79 academic years, these and other newly developed courses (each having several sections) will be taught to Matteo Ricci College students and to Seattle University regular and test groups. These pilot teaching activities, plus our training workshops, will substantially increase the number of University faculty involved, a major objective of the project. And they provide the basis for the creation and implementation of new evaluation procedures.

Among the many transferable elements of the Matteo Ricci College model are: the structural integration of the secondary and postsecondary experiences, resulting in a time-shortened baccalaureate degree and the increased cost-effectiveness to students and taxpayers; the experience of a concrete means of changing the attitudes and practices of faculty within an existing four year university; and most important, a carefully evaluated curriculum which brings renewed focus to the individual as imaginative and moral inventor of the future.

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Siena Heights College
Adrian, Michigan

Because of the expanding costs of sustaining personnel, small private colleges must begin to think in terms of designing an "affordable" faculty. Many key questions such as: 1) How large a body of "stable" faculty must be retained over time in order to sustain community? 2) What role can adjunct or "community" faculty play? 3) How feasible is the short-term use of graduate students on the teaching staff? 4) What is the educational consequence of using large numbers of part-time faculty? 5) Given all the potential combinations of faculty, which is the most cost effective? must be asked and answered by those colleges. At the same time they must pay close attention to the question of faculty and institutional vitality and renewal. The economic and psychological well-being of college faculties are very much interrelated, but the "vitality" issue will need special attention and care over the next ten years. Although various forecasts differ regarding details of the future shape of postsecondary education, they all point out that college faculties will have far less mobility than currently. As a consequence, the average age of faculty is expected to increase by ten years over the next decade. Left unattended these factors can lead to frustrations and to the attenuation of new ideas.

Siena Heights College typifies the small private college in the sense that it has a large number of part-time faculty, little or no endowment, and a decreasing amount of buying power in its operational budget. In anticipation of the problems of planning for an intellectually vital and fiscally viable faculty, Siena is experimenting with staffing patterns and faculty development activities to provide the foundation for a faculty which has ongoing access to new ideas and to opportunities for professional and personal development. Among other activities, the college is: 1) conducting a seminar for Siena faculty dealing with the principles of organizational development; 2) establishing a faculty exchange program with six institutions characterized by one or more efforts of educational innovation; 3) creating a program in which visiting graduate students would teach and participate in experiences aimed at developing capacities in teaching; 4) conducting an institute for part-time faculty aimed at enabling these individuals to grasp the essential principles of educational psychology, to explore some philosophies of teaching, and to provide some practical hints as to teaching techniques; 5) establishing an exchange or internship program with one or more "instructional development" centers at major universities; 6) beginning joint hiring between Siena and community organizations; and 7) designing and hosting a national conference of small colleges in 1979 to discuss the problems of faculty design and to disseminate the results of the project.

Siena Heights College will deal specifically with the problem of faculty development and renewal in the context of long-range planning. While each year will see the completion of an updated interim plan reflecting the experience of this project, finally a complete set of guidelines designed to shape hiring and faculty development activities over a five-year period from 1979 to 1984 will be adopted.

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Society for Values in Higher Education
New Haven, Connecticut

The Project on Institutional Renewal Through the Improvement of Teaching seeks to facilitate the improvement of teaching among faculty members within the 16 participating colleges and universities. It seeks to help faculty members become more conscious about their teaching and relationships with students, surmount the usual disciplinary barriers so they can learn from their colleagues in other fields, and more purposefully direct their own career development. It also assists institutions to devise programs that facilitate the professional development of faculty members and make the educational climate conducive to teaching excellence.

Each institution designates a team consisting of five faculty members from different departments, an administrator, and a student to work toward some significant change at that school. During the first year the team assesses the strengths and weaknesses of the institution and prepares a specific plan for some significant institutional change. Subsequently the team expands in size and implements the plan.

The 8 Southeastern institutions that were selected from among 17 applicants have completed the planning phase and are into the implementation stage of their work. Memphis State University is implementing University College to experiment with alternative models of interdisciplinary education. At Auburn University a new freshman year program is scheduled to begin on a pilot basis this fall. The team at the University of Richmond is working in concert with standing committees to plan a new curriculum, interdisciplinary studies, and a program of faculty development. Bethany College is training faculty teams to assist their colleagues on different aspects of teaching. Jackson State and Old Dominion Universities have established centers for the improvement of teaching. The University of Southern Mississippi is building a program around its new media center. A new faculty evaluation system is being designed at Fisk University as a way to diagnose teaching strengths and deficiencies and to help faculty to improve.

The 8 Midwestern institutions selected more recently are in the midst of their planning. They are Ball State University, Loyola University of Chicago, Otterbein College, St. Mary's College of Notre Dame, Sangamon State University, University of Evansville, University of Wisconsin-Parkside, and Western Illinois University.

The Project seeks to be a catalyst and facilitator of these various changes. Rather than giving monetary grants, it plans the role of a resource center and provides a variety of services to the institutions. They include: regional workshops; a summer conference for team members form all institutions; periodic meetings of liaison persons; dissemination of papers on teaching and learning; institutional consultants; a Resource Notebook, a guide to literature and other resources relevant to the project; assistance in gathering data on faculty and students; a modest activity fund for each team; and a training workshop to teach faculty to consult with their colleagues on teaching.

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South Oklahoma City Junior College
Oklahoma County Libraries System
Open Access, Satellite Education Services (OASES)
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Urban sprawl in large metropolitan areas has made it increasingly difficult to provide adult education opportunities that are accessible to all segments of the population. The absence of adequate transportation systems and the inhibitions of many unserved and underserved population groups to entering unfamiliar territories where services are available continue to compound the problems. Stabilizing and even declining revenues of educational agencies make it all the more difficult to utilize traditional service approaches in the expansion of adult education services. Oklahoma City is one of the largest cities in the nation without a systematic program of low-cost, accessible life-long learning. Both the Oklahoma County Libraries System (OCLS) and South Oklahoma City Junior College (SOCJC) have independently indicated a desire to expand programs and services for under-served people including functional literacy reading programs, cultural heritage programs, programs on health maintenance and adult basic education.

The OASES Project is the joint effort of both organizations to offer more comprehensive continuing education opportunities through a cost-effective partnership which takes advantage of some previously successful adult education programs, combined administration, and existing physical facilities.

The first year of the OASES project is seeing the operationalization of the prototype OASES Center in a branch library outfitted as a satellite adult education center. The academic and non-academic programs are being designed for the immediate target population consisting primarily of Mexican-Americans, Native-Americans and older Americans. Studies of cost-effectiveness that focus on cost to both consumers and providers are being conducted and a preliminary model of cooperation is being created which identifies those programs and services most successful in serving people and that can be economically replicated.

The OASES project anticipates an operational cost less than that of existing single institutions and expects to extend adult education opportunities more effectively using a model of interinstitutional cooperation rather than competition. This emphasis on cost effectiveness should have very real implications for directing adult education efforts in Oklahoma City as well as other metropolitan areas.

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Over the past decade universities and colleges have launched numerous programs designed to: (1) reformulate undergraduate education; and (2) better serve their communities. These efforts have led to the proliferation of small scattered, uncoordinated and often shortlived and expensive projects which seldom yielded maximum benefits to the community. Many "service" programs were entirely student run or operated by special institutes and separate from the normal business of academic departments, many of which neither benefited from nor contributed to the institution's urban mission.

USC's Joint Educational Project was started in 1972 in an attempt to find a more effective and economical way to maximize assistance to the low income, minority community through educational programs. JEP has formed an enduring partnership between the university and nearby schools. Each semester over 1,100 students from 28 departments receive credit for field assignments in schools as part of regular course work. They team teach mini courses; serve as tutors and Pals to children needing special attention; aides to teachers, nurses, counselors; and also develop and test new programs such as the Dental Hygiene Department's Tooth Tutoring Project.

Having built a sturdy institutional bridge between the university and the community, JEP is working over the next three years to systematically integrate experiential education in two Departments--Spanish and Health. The project creates an urban option in the Spanish department which combines the learning of language skills with practice in Spanish speaking community schools so that community service directly relates to the student's career goals. The Spanish Department model creates a specific set of curricular developments and bilingual instruments for working in the community schools. The health component combines interdisciplinary health-related curricula in a number of departments with practical experience in health education programs in schools.

One result of the project will be guides and program packages of "how" experiential education becomes integrated in two major Departments. The results are not only important to other Departments at USC, but also to other urban institutions. Both models exemplify ways of identifying community needs, matching them with university resources and providing practical educational experiences for students.

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Southern Illinois University-Carbondale
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Although the growth of formal postsecondary education during the past two decades has been widely recognized, a large segment of our society continues to receive the entirety of its post-secondary education from sources outside educational institutions. These sources include military, private business and industry, government agencies, and public and private job training programs.

While the education received from these sources is usually adequate to the job-specific skills upgrading purposes it serves, education from such sources does illustrate the inadequacy of response by both post-secondary education institutions and other education sources and calls attention to education as credential. From the point of view of the traditional education institution attempting to cope with the problem, mechanisms are few for translating competencies gained in other than traditional post-secondary settings into credit hour portions of degree programs, a staple of the post-secondary education mainstream.

The expanded occupational and educational opportunities that could be provided non-traditional students through the articulation of "outside-the-institution" educational programs into degree-granting post-secondary programs are therefore simply unavailable, and a large unrecognized group of educationally disadvantaged and dead-ended Americans are thus being denied access to the credentialing process of post-secondary education even though they may have gained the competencies the process certifies.

In a broad sense, the project will in meeting its specific objectives address itself directly to several significant issues and problems in post-secondary education. It will explore the problems of utilizing non-academic educational resources by translating them into formal educational credit, applying performance-based criteria to the awarding of post-secondary credentials, meeting individual needs in an individual way, and creating for the non-traditional student easy access to post-secondary education. In addressing these problems the greater issue of educational equity for all Americans will have been coped with in a significant manner.

In order to bring the scope of the project into manageable proportions, it will focus during its first year on C.E.T.A. as a candidate non-educational institution agency and in its second year will expand to include representative educational programs in the Illinois Department of Transportation. Thus the specific objectives of the project are two:

1. The development of a model for the assessment and translation of C.E.T.A. and agency-based training programs into credentials recognized by the mainstream of post-secondary education.

2. The development of the academic mechanisms that will allow students and graduates of C.E.T.A. and agency-based programs to receive academic credit for their C.E.T.A. or agency-based training programs and be articulated into both the two-year and four-year educational programs within the School of Technical Careers or Southern Illinois University at Carbondale.

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Southern Illinois University School of Medicine
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One goal of every educational institution is to prepare students for the future. Such preparation implies long-term retention of important competencies as well as integration of knowledge and ability to apply important competencies. However, careful examination of institutional organization, from the prespective of how learning occurs, suggests that most institutions of higher learning are not organized in a manner conducive to achieving these goals. For example, in competency-based curricula, certification that students have mastered a competency means only that they have demonstrated the competency immediately after completing instruction. Whether students still possess that competency after they have graduated and are called upon to apply their education remains unknown.

To address this problem, Southern Illinois University School of Medicine is revising its curriculum by overlaying the existing curriculum with a competency-manitenance strategy. This strategy achieves three goals: a) it identifies as maintenance objectives those competencies for which retention, integration and application are of critical importance; b) it builds into the curriculum a series of instructional activities which aid retention by stimulating student rehearsal of critical competencies; and c) it requires students to demonstrate maintenance, integration and application of those critical competencies as a condition for promotion.

The competency maintenance strategy is organized around cumulative objectives representing essential competencies which students should retain. Students confront cumulative objectives in two ways. First, cumulative objectives are placed in preexisting learning modules to provide students with practice on essential competencies, feedback on their performance and opportunities for remedial instruction when necessary. Cumulative objectives are also combined into cumulative modules to be completed by students at the completion of instructional blocks (approximately equal to courses) and sequences (approximatley equal to a year of instruction). Students demonstrate maintenance of essential competencies by completing the activities described in the cumulative module. Sequence cumulative modules insure that students integrate competencies across subject areas as well as within them. Furthermore, students are required to integrate maintenance competencies from early sequences with those from later ones. If a student fails to demonstrate a maintenance competency in a cumulative module, he/she must complete necessary remedial instruction.

This modification in the curriculum provides the following benefits in addition to those already mentioned: a) instructional goals are validated against real world demands placed on graduates; b) students receive an overview of major curricular goals, a feature which should aid learning; c) faculty are assisted in identifying and teaching toward major block and sequence goals; d) a systematic basis for designing comprehensive examinations is provided; and e) deficiencies in student retention and integration are highlighted, providing a sound basis for making curriculum modifications.

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Traditional, formal MBA curricula have graduated students who are proficient in analyzing theoretical problems, but lack practical experience and skill in discovering problems, planning how to solve them, and carrying out the solutions. For that reason, the School of Business Administration at SMU has been emphasizing "learning by doing." Students and faculty have reacted positively to these methods, but they have had difficulty describing and evaluating the outcomes of learning. The School needs to understand better how the experiential learning process works, how it can apply methods more effectively, and how to allow for individual differences in learning styles among its students.

The school has engaged in experiential learning by offering individual projects, a clinic, games, internships, and special courses. Beginning last year, the project started taking further steps in these directions. First the faculty is expanding research efforts in order to learn more about experiential learning in general. Then they are designing and planning an experimental program based entirely on experiential learning for 30 (out of 200) MBA students, which is being implemented this year. The final year will be spent in evaluation of the project and dissemination of the results. Part of the dissemination plan includes publishing the project findings and conducting a national conference on experience-based learning in the spring of 1978.

The School seeks to accomplish four major outcomes through this project: 1) to demonstrate the potential for successfully conducting an entire MBA program designed solely around an experience-based learning; 2) to develop a more operational understanding of the experiential learning process, including sources of variability among students; 3) to develop a written set of simple methods for designing, conducting, and evaluating experiential learning systems; and 4) to develop guidelines and methods for considering individual learning style measures in academic and career counseling.

Now in the second year of the project, the experience-based MBA program has been designed and will be conducted during 1976-77. In addition, the research design for project evaluation has been developed using a battery of measures before, during, and at the end of the program. A control group will be used for comparison of program outcomes, culminating in conducting an assessment center measurement process toward the end of the program for both experimental and control groups.

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Southwestern University School of Law
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Many institutions offering professional education have felt it necessary to reexamine the process whereby students develop from a novice status to competently prepared professionals. In the field of legal education, there have been a number of recommendations for change--early involvement of students in the clinical aspects of the profession, shortening the period of time required for certification, increasing specialization and training within the profession.

Southwestern University School of Law is conducting a unique program in which the legal curriculum is totally redesigned so that students are confronted with an early and intensive exposure to the central concepts of the law and are able to complete the necessary classroom instruction within two calendar years. By reorganizing the course materials for legal education, the School is providing an alternative, problem-solving approach to the casebook method of study which dominates legal education today.

Of the 1,400 hours which students spend in the classroom, two-thirds are devoted to the study of substantive law, starting with the broadest generalities of philosophy and economics, continuing through the second level of generalities of concepts such as mistake, risk, intent, fiduciary duty, and cause in fact, and arriving at the more precise and detailed material involved in simulated law office transactions. The remaining one-third of classroom time is devoted to lawyering skills such as interviewing, counselling, negotiating, trial practice, legal writing and drafting of legal documents. In addition, there are 16 weeks of externship, which results in a total of 94 weeks and 2,000 hours of planned instruction and experience for each student.

The program accepted 64 students in July 1975; 58 are now beginning their second year of study, and are expected to finish their course of legal education in June 1977. Sixty students entered the program in July 1976, and another 60 are expected to join in July 1977 as well. In 1975 the program began with six professors; it now has ten faculty members handling classroom instruction and on-going development of materials.

Two significant outcomes are expected from the program: (1) that students will be more competent practicing attorneys at an earlier stage in their careers than traditionally-educated students; (2) that the experiment will prove to be a useful contribution to other experiments in legal and professional education, and thus to the improvement of professional education.

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Stanford University
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Many students go through their higher education failing to connect their learning with their personal lives or with the needs of the society around them. Faculty in programs that have a strong professional-academic identity are discouraged from applying their talents to current local social problems because applied research is usually seen by their collegues as less worthy than abstract or theoretical research. Individuals and agencies outside of the University that could fruitfully avail themselves of the talents within the University find academic doors closed to them. People within the University and outside it who are most highly motiviated to bring applied research to bear on present social concern find that their individual efforts are often not enough.

Stanford University's Action Research Liaison Office (ARLO) started several years ago as a student run organization linking the teaching and learning within the University to the needs of organized groups and agencies in the surrounding region. Concretely, ARLO helps community action organizations and social service agencies formulate research projects of policy formulation, data analysis, or program evaluation required to fulfill their goals; ARLO identifies faculty who supervise the research in conjunction with their teaching; and ARLO seeks students to execute the research in conjunction with their coursework or as independent study. As a result faculty, students and community agencies work together to solve problems in areas such as criminal justice, education, alcoholism, mental health, conservation, alternative energy sources, minority rights, and transportation while enhancing the quality and diversity of education at Stanford.

Through the one year grant, ARLO is consolidating and evaluating the program so that it can be incorporated into the permanent structure of the University. Goals anticipated are that: (1) a significant majority of faculty teaching courses which lend themselves to applied action-oriented research will encourage students enrolling in those courses to participate in community-based research for satisfaction of course requirements: (2) students who wish their education to include experience in applied social-action research will know that they can come to ARLO to select from among a broad range of projects those that fit their particular interests: (3) as many as 10% more of all graduate and undergraduate students will work on an ARLO project at some stage of their study at Stanford; (4) nearby community groups and public agencies will have found ARLO to be a reliable and effective channel to seek out Stanford faculty ans students to help conduct needed social-action research; and, (5) student and faculty participation in ARLO projects will demonstrate that this kind of experience can meet strict criteria for the awarding of academic credit. ARLO will provide a model for linking the resources of and institution and community while building effectives educational experiences for students.

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State University of New York
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At a time when educational support is leveling off and when faculty mobility from on institution to another has been dramatically reduced, colleges and universities must somehow devise strategies not only to maintain current programs at a respectalbe level of quality, but to allow for change. Most institutions of higher education do not now have the means or the strategies for flexible and responsive adjustment of staff and related resources to meet changes in clientele and student interests.

A program of faculty retraining is a humane and effective vehicle for change with academe in the years ahead. This project of the State University of New York (SUNY) through the participation of its campuses in the northeastern region of New York, is experimenting with a faculty retraining program as a means of accommodating changing student and program demands while adjusting to present and future fiscal limitations and constraints.

During the three-year project period twenty faculty members from participating SUNY colleges are retrained in allied disciplines, each during a six-month intensive study period in residence at a cooperating SUNY campus. The individuals will return, after their study program, to their home campus to teach and carry out scholarly activities in a new area of high demand on the campus. The program, coordinated and monitored throughout the three-year period by a senior level program director will be evaluated thoroughly as a whole and in its individual parts and will be modified annually as a result of evaluation findings. After the three-year grant period and as a result of evaluation and testing, we expect to have developed and refined a model of interinstitutional cooperation for the specific purpose of faculty development which can be funded totally by SUNY and applied broadly across its system. There is also expectation that is can be adapted by other institutions of higher education in this country. Case studies of individual retraining histories will be written as part of the project.

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SUNY - Binghamton (Harpur College) and Broome Community College
Binghamton, New York

Harpur College is concerned that in recent years employment opportunities have become more limited for new liberal arts graduates without immediately marketable skills. At the same time, the increasingly complex requirements of business and industry, and the greater awareness of the value of personal enrichment have strengthened the need for the broadly humane objectives of liberal arts studies. For the liberal arts student who wants greater educational breadth, but at the same time has to face the realities of the job market, no solutions economical of time and money currently exist at the college level. Harpur College and Broome Community College have therefore initiated a Joint Degree Program based upon the cooperative use of the unique strengths of a University Center and Community College in the same community, without duplicating in either institution, features basic to the other. This cooperation opens to the student a wide range of previously impossible educational options in a cost-effective way.

In the Joint Degree Program, the student is able to earn two degrees, a B.A. and an A.A.S. in a career field in a normal four-year college period, at about the same cost to school and to student. Academic credit for a maximum of 32 hours of professional plus practical courses (no more than 12 hours practical) from Broome is accepted toward the B.A. The Program staff, all part-time, advise students in the construction of programs (each student program is approved by both the Harpur and Broome advisors, and by a Joint Degree Committee). Some problems resulting from dual enrollment include the appropriate re-interpretation of residency and specific course requirements, certifying to scholarship and financial aids offices that the student is full time, transportation between schools, and others. Currently, enrollment in the program is around 25 students, in 13 career fields from 15 liberal arts disciplines. The first program graduate, a history-secretarial science major, is already employed on the campaign staff of a state assemblyman, and reports that "The interviewers were impressed with the qualifications the Joint Degree gave me."

The staff is providing assistance to the administrators of the two schools in the development of financial and administrative procedures that will allow the Program to be institutionalized as an on-going educational option. One hope is that the added cost to the students and institutions is minimal. The project has already found that by using previous student programs as models, the intensive student counseling necessary early in the Program can be greatly reduced. Although costs are greater than for a single-school degree, it is clear that a Joint Degree is the most cost-effective approach (for both student and schools) when the need for a blend of two dissimilar educations is perceived. The most significant barrier to the adoption of a similar approach in other settings is the distance between schools. A primary benefit of any dual degree program goes to the student who can find greatly broadened educational opportunities. Student interest in the Program is accelerating. **Evaluation of the Program will examine the attractiveness of the graduates to potential employers, and the ability of the graduates to get jobs.**

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SUNY-Empire State College
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A large, multicampus university system promotes the development of individual programs, rates of growth and clientele. It is apparent, however, that pedagogic and budgetary rationales necessitate the instigating of collaborative programs that would increase the ability of a large system to adapt resources, both campus and non-campus, to develop new learning alternatives in the service of new learners and to new demands as they arise. The use of an individualized learning strategy has been shown to be a successful mode because of the flexibility and responsiveness it provides to the student, particularly those with family and work responsibilities. Empire State is carrying our such a program successfully, serving some 4000-5000 individual students per year. The population that Empire State serves is spread throughout the state and is diverse in nature as far as demography and educational demands. It seems ideal, then, to develop collaborative programs with the more traditional colleges in the State University system to serve these adult learners that are not well-served presently because of specific logistics or educational needs. The mere presence of collaborative programs between and among individual units of a large university system is a step in the direction of addressing resources, educational mission, and serving all members of society who wish or need to further their education.

The project is an attempt to develop collaborative programs between Empire State College and three other units of the State University of New York: Alfred Agricultural and Technical College, State University College Fredonia, and State Univeristy College at New Paltz. A faculty member who is trained in the individualized, contract mode of learning will be on location at each of these campuses with support to use resources that are necessary to be responsive to the needs of the students. The programs will mesh the offerings of the contract, individual mode, the formal academic program of the college and the continuing education offerings. The students served by this project are not those normally enrolled in those three colleges. Rather, the program has enrolled students who are unable to move through the curricular patterns of these colleges because of logistic problems or those responsibilities associated with the working adult or students with families or other commitments. The program is closely coordinated by joint efforts from the participating colleges and Empire State College. Faculty and administrators from both will be involved in the setting up of criteria and programs, with overall coordination provided by the project director.

The project will provide to these campuses a model by which they can build their own programs to serve a diverse student population. It is expected that other campuses of State University might choose to adopt this strategy. The project, further, will be an excellent testing ground for the establishment of truly cooperative and collaborative programs between and among individual units of a large State University System.

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SUNY - Stony Brook
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Stony Brook's analysis of the current ineffectiveness of undergraduate education was formulated in its Self-Study in terms of an eclipse of academic community: (1) a proliferation of courses that atomized the curriculum, resulting in incoherence for the students and mutual unintelligibility for the faculty; (2) an isolating withdrawal on the part of each group from normal patterns of inter-action; (3) deeply rooted student discontent with faculty performance and vice versa; and (4) an oppressively impersonal academic environment. The Stony Brook experiment addresses these problems as functions of (1) the absence of relation and interaction among the specialized courses; (2) ignorance on the part of students and faculty as to the academic expectations of the other; and (3) the lack of support, guidance and preparation for the intelligent use of freedom in a University setting. The emphases of this reform are thus placed upon novel, integrative, bridging and advising structures.

The principal integrative thrust is introduced by federating already existing courses into decentralized, autonomous, temporary educational units with definable objectives. Each unit, composed of six courses with thematic coherence representing six different disciplines, assumes total responsibility for the education of the students in its three-semester life-span. The six faculty so assembled integrate their courses into an academic program, addressing lacunae and needed prerequisites in an additional core course which they teach together. At the conclusion of each of the programs, students write a six-credit individual thesis in a tutorial with one of the participant faculty, which relationship endures as an advising system.

The principal bridging mechanism is embodied in a new kind of teaching professional, the Master Learner. This person is recruited from the ranks of our tenured faculty to study for two years in an area in which (s)he is comparatively inexpert. Master Learners provide a model to students, interpret the expectations of faculty and students to each other, and provide sustained teaching evaluation to the faculty, all on the basis of presence as a student in the classes of participating teachers. The Master Learner's only teaching activity will be in a new kind of course, a Meta-Seminar. Therein no new or additional material is introduced and the attempt is made to assist the students in learning to learn, to integrate the material of the other courses and develop confidence in their own ability to think and write in non-passive, creative fashions.

Over the next five years, ten federated learning communities will have been created, involving seventy faculty and roughly a thousand students. Faculty participation is facilitated by a cycle of differentiated responsibilities in which compensation is given for a four-semester overload commitment to undergraduate teaching in the form of reduced obligations in the fifth semster. Student participation is facilitated by incorporation of the ten programs into distribution requirements and into the structure of minors and majors.

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Syracuse Research Corporation
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In recent years a number of colleges and other postsecondary institutions have undertaken efforts to formulate learning outcomes in terms of the "competencies" learners are expected to acquire. Once defined, these statements of competencies provide the basis for innovations in a variety of areas, including: (1) Teaching general skills, i.e., communication or problem-solving, (2) teaching academic subjects by examining students for their ability to perform various tasks as well as their knowledge of the subject, and (3) awarding credit and degrees for knowledge and skills demonstrated, regardless of how, when or where they were acquired.

The Educational Policy Research Center in 1974 undertook a three-year project to gather and analyze information about the evolution of competency-based programs. The purpose of the project is to show how people in different settings conceive and implement their approaches to competency-based learning, to expose and analyze the issues and problems they encounter, and to discover the impact of the various approaches. Eight programs have been selected for case studies on the basis of their programmatic diversity. A project team drawn from various regions and disciplines investigates each program. Each member of the team has responsibility for the preparation of a case study for a particular program and for participation in the team effort to develop generalizations across programs.

The final report of this project will be available in the spring of 1977 and will contain: (1) the case studies of the evolution of competency-based learning in different settings, (2) a synthesis of the way these programs have been conceived and implemented, (3) a description of some of the critical issues associated with the development of the programs and (4) a statement of the applicability, usefulness and limits of the mode of information-gathering and analysis employed in the project. Project team members also provide feedback to the programs under investigation and in addition, the leaders of these programs meet with the team to discuss common problems that have emerged during the research effort.

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Syracuse University
Syracuse, New York

In recent years, Syracuse University has initiated major efforts in academic innovation including the development of new courses, new curricula, flexible credit and continuous registration systems. Because of these efforts the University faces a critical dilemma. Academic innovation cannot occur unless the administrative support and record systems facilitate creativity by permitting new course and learning patterns to be easily implemented. Innovation in academic services is necessary to meet the needs of an increasingly diverse student body. Student diversity in postsecondary education requires that alternative learning activities be available so that each student has affair opportunity to achieve both personal and professional growth.

For the second year, Syracuse is receiving Fund support for its development and full implementation of a new administrative support system designed to facilitate academic innovation. The new, on-line teleprocessing records system provides Syracuse with the following capabilities, among others: quick and continuous updating of student information, course offerings, and class lists; production of grades on a dynamic schedule; continuous registration and scheduling; up-to-date maintenance of transcripts; and the generation of current data for analysis and policymaking purposes. the New system eliminates the unnecessary redundancy in the current system, increases the timeliness and flexibility of record keeping at Syracuse, and requires fewer personnel to operate than the present system.

The tasks necessary to make the system operational include preparation of programming specifications for the new system, writing the programs, conducting tests to determine whether the program logic is workable, installation of the system, phasing the system into normal production support, and reorganizing staffing and training personnel to accommodate the system. In addition to implementing the system, Syracuse is utilizing the Fund award to carry out a major dissemination effort, so that other interested institutions can adapt the system to their own needs. Open houses are being held at Syracuse for individuals and groups interested in learning more about the system. Presentations and reports are being made for various regional and national associations and a summer seminar for registrars and administrators is being sponsored. Ultimately, the new, more flexible records system will facilitate the creation and implementation of innovative academic programs.

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Syracuse University - Regional Learning Services
National Center for Educational Brokering
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In studies of barriers to life-long learning, national and regional surveys have found that significant additional numbers of adults would enroll as students if they had better information, encouragement, personal planning help and guidance through institutional red-tape. The Fund has financed the efforts of several institutions and independent agencies to provide assistance to would-be adult learners. These "educational brokering" services are designed to facilitate the match between learner and learning resource and to increase access to educational opportunities for population groups traditionally under-represented in postsecondary institutions.

In January 1976, the National Center for Educational Brokering was established, under a grant from the Fund, to disseminate and promote the purposes and practices of educational brokering. In 1976-77, the National Center program will include:

1. Organizational Development for Brokering Programs -- A network of experienced brokers trained to consult are helping program staffs in development of services, selection/training of staff, outreach and delivery, finance, management, counseling and assessment techniques, and evaluation. A handbook on financial resources for brokering programs is available as of January 1977. A book on educational brokering--its purposes, clientele, services, management, impact--was published in the fall.

2. Dissemination of Information on Educational Brokering and Adult Learning -- A bulletin is published monthly with over 4,000 circulation. Published and unpublished materials of value to brokers is collected and distributed. Inquiries are answered by a national telephone service.

3. Assistance to Policy Makers -- State and Federal officials are given special studies, draft legislation and guidance on the use of brokering services to meet policy objectives. Presentations on brokering are made at legislative hearings and conferences.

The National Center aims to increase the number and quality of brokering services available to would-be adult learners throughout the nation. It also expects to increase the public recognition and support of educational brokering.

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Temple University
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Within the grater Philadelphia area live one million adult women whose opportunities for skilled employment and self-fulfillment have often been limited by the interruption of their education. Many of these women find themselves struggling to fit into education systems which seem totally unresponsive to their special predicament -- a predicament which may include a lack of confidence; lapsed learning skills; minimal identification with younger students; conflicts between students and family responsibilities; and struggles, within themselves and with others, about women's roles. In 1970 Temple University initiated a program of Continuing Education for Women (CEW) to bring special programs and services to this group, and in 1974 Temple proposed a network among five area institutions to serve the needs of these adult women seeking personal and career growth through education.

The network, the Regional Continuing Education for Women Program (RCEWP), consists of Coordinators at Bucks, Philadelphia, Delaware and Montgemery County Community Colleges along with the Director of CEW and a full-time Project Coordinator at Temple University. During RCEWP's first two years, the five institutions have informed numerous women of educational opportunities through widespread radio, newspaper and television publicity about RCEWP programs and services. Among these have been a series "Highlighting Opportunities for Women" in cooperation with the Philadelphia public libraries, a number of programs featuring women in a variety of career fields, the publication of a "Guide To Higher Education Resources" and a "Guide To Day Care Services and Early Education Programs." Changes in institutional practices and attidudes toward adult students have been a major goal of the project. Among the results have been new emphasis on credit for life/work experience on several network campuses, increasing attention to adult student needs in campus offices and academic depatments, and the beginnings of a new spirit of cooperation for joint academic ventures addressed to adult students. Other results of project goals have been to involve a much higher percentage of adult women in the four-county area in some form of education and to sustain and expand CEW programs and services at RCEWP institutions.

An improtant RCEWP contribution has been sixteen training seminars to sensitize professional staff and interested faculty at member institutions to the needs and concerns of adult students. The Network has also enbarked on research to assess the academic and service needs of adult women students at the colleges. RCEWP is serving as a model for other institutions in the six-state area in which it is located and will be sponsoring a CEW conference to share its expertise with professionals at the approximately one hundred area colleges and universitits.

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The current formula for State fund allocation in Tennessee recognizes both level and kind of institutional program activity and represents improvements over previous allocation methods. The formula has a number of strengths--simplicity, equity, objectivity. But the formula can also be criticized on several points. Prominent among these is that the allocation process does not provide any incentive or reward for improvements in performance. In response to the increased interest on the part of the legislators and State government officials for more effectives budgeting procedures, and to governing board and campus officers for improvements in the allocation process, the Tennessee Higher Education Commission is conducting a project to explore the feasibility of allocatiing some portion of State funds on a performance criterion.

The principal vehicle for project developemnt will be campus-based pilot projects. During the past year institutions were invited to submit proposals for pilot projects. Foundation support will permit the funding of pilot projects at public institutions throughout the state. These pilot efforts will span two years -- the first year for the development of performance indicators at each institution related to its role and mission with the second year devoted to obtaining data on indicators and suggesting ways performance might be awarded through formula funding policy.

The principal focus of the project is on the assessment of instructional performance at the institutional level. The project is not designed to promote innovative instructional approaches or new program service. The emphasis is on institutional-wide instructional goals and the extent to which they are achieved--not how they are acheived. Essentially this project encourages an institution to identify or develop ways to examine itself in terms of its efforts on students.

The purpose of this project is not to completely revise the current funding formula. It is assumed that major funds would continue to be allocated on the basis of enrollment by program field and level, but that complementary features built into the formula might promote institutional diversity and improved performance.

The anticipated outcomes of the project include: (1) the development of instruction performance indicators at each state-supported college and university and (2) the use of these indicators as a basis for revising formula funding policies to promote institutional diversity and to reward improved performance.

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Tuskegee Institute
Tuskegee Institute, Alabama

The general decline in college writing skills has been of concern nationwide as reflected both by the media and by the increasing emphasis on compensatory writing and basic skills programs. At Tuskegee Institute, an institution historically committed to the education of blacks, there is such diversity in students' socio-economic and educational backgrounds that instructors cannot assume that freshmen have a common base of communications skills from which to work. The average freshman comes from a middle to low income southern family and has an SAT verbal score of around 330. At the extremes are some who boast SAT scores in the 600's and possess a high degree of cultural sophistication, and others, high-risk students, who come from low income backgrounds and whose SAT verbal scores are below 250. The latter are generally poor readers, feel insecure about writing, and do poorly in college work. Since no separate remedial writing program exists at Tuskegee Institute, all freshmen are enrolled in the same English composition course. Currently available materials fail to address both the needs of the students and the course objectives. The problem, then, is to develop a course which meets the needs of all members of this diverse student population, challenging the better students while encouraging those at the lower extreme to capitalize on their capabilities and to acquire the writing skills needed for success in other college courses.

In an effort to improve freshman education, the Freshman Studies Program has encouraged innovative teaching methods and materials. Among alternative approaches to the teaching of writing, one was found that shows great promise: a personalized, competency-based approach which involves defining learning objectives and requiring mastery of material while maintaining high standards. At Tuskegee Institute, therefore, the development of a set of individualized materials to use with this approach--involving remedial units, the two semester freshman composition course, and a technical writing course, geared to the specific needs of these students--is being undertaken by three faculty members. These materials are designed to meet the student at his level of ability and to to help him both acquire and retain needed writing skills; they are sequential, stress editing, and have specific sections dealing with dialect interference in in writing. The individualized units are being used (and revised as needed) during the 1976-77 school year; they will be reviewed and critiqued by a board of consultants. There will be an ongoing comparison with traditionally taught classes, and a formal evaluation will take place at the end of the second year of the project.

The project will have an impact not only on the students it is designed to reach, but also on instructors and future teachers. If this approach proves more effective than traditional approaches, more teachers and students will become involved. Furthermore, the materials (and the approach) can be adopted or adapted at other institutions where the student population (or segments of it) is similar to that of Tuskegee Institute.

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This Institutional Linkage Agent project addresses four priority needs: (1) large numbers of working adults who wish to continue postsecondary study and who already have considerable postsecondary level competencies obtained in proprietary schools and employer-based education programs; (2) greater recognition of the comparability of learning in academic institutions, in proprietary schools and in employer-based education programs is now more essential due to fiscal stringency which requires efficient utilization of the entire range of postsecondary level educational resources to extend educational opportunity to working class adult clienteles; (3) better linking of traditional collegiate education (particularly liberal arts programs) to the world of work and occupational competencies; (4) new (preferably low cost) approaches to institutional reform, redirection, and broadening of perspective and mission in higher education.

The historical separation of the three sectors, higher education, proprietary schools, and employer-based education have been so severe that poor lines of communication and misunderstanding of common interests and opportunities exist. At present there is no agent or mechanism to bring these three sectors together to pursue the vast potential of inter-institutional cooperative linkages.

The linkage agent acts as intermediary. Dealing with colleges and universities, proprietary schools, and employers the following basic services are provided: an active role in finding and developing potential linkages between and among scientific institutions; a centralized form of communication; an information center; a standard set of contracts or transfer arrangements; a centralized form of communication; and coordination with accrediting commissions. The role of the linkage agent is similar to that of an agent for mergers and acquisitions or real estate in the business world; who, while taking no part in the actual purchase of a company or house, provides information to diverse sets of buyers and sellers, finds the right matches, and negotiates the arrangements for a deal.

The demonstration of a Linkage Agenct approach to specific coordination among institutions is an alternative to the typical form of external degree programs being developed. This program proposes blanket contracts or arrangement on a school by school basis covering all individuals, whereas external degree programs operate on a student by student basis. The success of a low cost program of this sort may have wider implications for other states and for the larger question of transfer and external degrees within higher education.

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Government, generally, suffers from lack of credibility with the public, and units of government charged with providing human services are in constant double jeopardy. Clients' needs and demands are never fully met, and taxpayers' desires for accountability and frugality are never completely satisfied. Under such circumstances, agency needs for competent management are obvious--but difficult to realize.

Personnel in the helping professions may be highly trained, but not in the performance of managerial functions. Administrative services personnel may have many of the technical skills required, but tend to operate in relatively limited capacities. Former clients who become paraprofessional human services or low-level administrative service workers, lack education, training or credentials for impact upon agency policy. At the same time, schools of management tend to remain somewhat remote from these problems, continuing to recruit, train and graduate to the job market traditional students who have plenty of book learning but little or no practical experience.

In partial response to these problems, the Human Resources Institute and the Department of Management of the College of Business at the University of Utah have collaborated in developing an exchange between non-degreed, mid-career employees of state and local human services agencies and upper-division students majoring in the College of Business. At the conclusion of the first year of the project, 20 employee/students (one-half of them women) have accumulated an average of 29 hours of academic credit with an over-all GPA of 2.77 -- and 18 student/interns have spent 20 hours a week for nine months working in the agencies from which the employees are drawn. Costs to the agencies have included released time for employees and payment of interns, to a total of approximately $57,000. These costs have nearly been offset by values derived from interns' activities at two observable levels: as employees (following orientation and training), and as consultants (where students' faculty-directed project work contributes directly to operational improvement within the agency).

Acceleration of credit acquisition for employees already skilled or knowledgeable as a result of work experience or in-service training depends upon the development of a validated, competency-based curriculum and accompanying assessment methods. This is proceeding through curriculum action-research involving selected faculty members and agency managers, using variations of the Critical Incident method.

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Vermont State Colleges
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The State of Vermont is confronting a problem common to many States--more people want education than are getting it. The problem is exacerbated by the mountainous regions of the State, conditions of rural poverty and the low level of schooling of many individuals. Traditionally here, as elsewhere, colleges, businesses and agencies have pursued individual education programs rather than integrating their efforts to serve learners. The State does not have the funds needed to create new programs and does not wish to duplicate the resources that are already available. The Community College of Vermont has had some success in reaching the unserved, and now proposes to work with the Vermont State Colleges to coordinate efforts to reach learners. The Chancellor's Office is attempting to assure the quality and effective usage of non-collegiate groups in education. The project is forming a cooperative network of existing agencies, institutions, and services to bring education to unserved populations and to avoid the capital and overhead outlays usually associated with developing new programs under a single financial source.

The Chancellor's Office, working with the five Vermont State Colleges, developed an administrative framework for the proposed network of sponsors. Indications of interest were solicited from potential sponsors (agencies, businesses and institutions) in Vermont. An intentional effort was made to get representatives from business, vocational centers, and agencies, and to include projects concerned with delivery of education services and assessment. A select number of applicants entered into a contract to plan and develop a service delivery system with the Vermont State Colleges. Once the contract was signed, the role of the Chancellor's Office and the CCV became one of monitoring, auditing, and evaluating. Five educational service delivery sponsorships were granted in year one. Additionally, a network of assessment sponsorships was developed with two of the Vermont State Colleges and one private institution (The Vermont Institute of Community Involvement). An assessment sponsorship offers Vermonters the opportunity to gain college credit for prior experiential learning. The single statewide process administered through the Chancellor's Office assures consistency and just treatment to all citizens without regard to location or institutional affiliation. The second year of the program is providing services in four additional sites.

The delivery of educational services through cooperative efforts is proving itself viable in Vermont. The long-range impact of sponsorships will be a network of people working together to serve the needs of all. The cooperative nature of institutions and agencies jointly sponsoring mutually beneficial programs has opened up a statewide communication of ideas, services and future planning.

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Virginia State Council on Higher Education
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The principal 1202 Commission activity for 1975-76 was the preparation of a consumer-oriented directory of postsecondary education opportunities available across the Commonwealth. This directory brings together catalog-type information which permits superficial comparisons of similar programs at diverse institutions. However, while catalog-type information helps prospective students to become aware of the full spectrum of opportunities and to realistically select from these opportunities alternatives which are truly accessible, it does not necessarily follow that individuals will make "better" choices. To promote better choices, the Commission recognizes the need to make available more in-depth information that assists prospective students to compare the probable consequences of attending and graduating from one program and institution relative to other options. In Virginia, the central questions are: (A) What specific information is needed that demonstrably promises to assist Virginia's prospective students to make better choices? (B) Across what types of diverse postsecondary institutions is it feasible to make this information available, and how can this best be accomplished?

Four sequential tasks are undertaken in search of answers to these questions. The first aims to identify specific information that is needed by prospective students if they are to make "better" choices. A second activity surveys samples of high school students and students about to graduate from diverse postsecondary education programs to determine relative priorities among the specific information needs identified earlier. The third major activity involves a survey of representatives of some 300 diverse postsecondary education institutions to determine the feasibility of institutions providing this information to prospective students. A statewide conference of institutional and agency representatives completes the list of major project activities. The conference, seeks to gauge institutional interest in continuing to work with the Commission to determine just how needed information can be provided most efficiently where it is feasible to do so.

The project seeks to pave the way for better first-time matches of prospective students with postsecondary institutions and programs. Better first-time matches represent savings to students and institutions in time and money, not to mention their positive influence upon the classroom learning environment. Specific project outcomes include two reports. The first of these reports, to be published in March, 1977, will contain a list of information elements needed by prospective students and ranked in order of each element's relative importance here in Virginia. A second report, available for dissemination in August, 1977, will identify information elements that institutions can and are willing to make available to prospective students, and will discuss any difficulties institutions anticipate in the course of making this information available. Both reports should prove useful to institutions and agencies in other states which are faced with similar challenges to provide information to prospective students.

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Wellesley College
Wellesley, Massachusetts

Difficulties with mathematics or a dislike of mathematics and consequent avoidance of study of the discipline are common among college students, both male and female. Studies have demonstrated that women are even more seriously affected than men. In the past year both Wellesley College (under an Alfred P. Sloan Foundation grant) and Wesleyan University, Middletown, Connecticut (under a Fund grant) began the development of programs for reducing anxiety about mathematics and remediating mathematical skills when necessary in order to encourage students to enter regular mathematics courses and mathematics related careers. The present project is a continuation and expansion of both of these programs.

In the spring of 1976 the Mathematics Department at Wellesley College began the development and pilot testing of a special one-semester course, entitled "A Discovery Course in Elementary Mathematics and its Applications". The course was designed for women students who have dropped the study of mathematics but now wish to improve their quantitative skills. Under the grant, it will be taught Fall 1976, and will contain many components not found in traditional mathematics courses: a two-hour weekly "laboratory" period; student tutors who work closely with the class; a lecture series featuring women professionals who use mathematics in their careers; materials which stress the applications of mathematics in the humanities and social sciences; and a teaching method designed to decrease mathematical anxiety in the students. In addition to this course, the Mathematics Department will offer two six-week non-credit courses, one a precalculus course for students for whom the course will be sufficient preparation for them to enter the regular calculus sequence. The other course will be designed to prepare juniors for professional examinations.

During its second year, the Wesleyan University Math Anxiety Project will enlarge and extend the diagnostic, therapeutic and remedial activities that were established during 1975-76 with the aid of thefirst grant. The goal is to learn more about various aspects of mathematical anxiety in undergraduates and adults. Among the activities are: interviewing individuals who express (or do not express) anxiety about mathematics; testing these individuals for facility in algebra, extent of spatial intuition and psychological attitudes toward math and science; intervention in the form of credit and non-credit courses and tutorials tailored to meet the needs of some of these individuals for specific information and general support; tutoring undergraduates enrolled in "regular" courses to identify their problems with math and to help overcome them; offering workshops led by experienced people at other institutions for Wesleyan faculty, staff and students and for teachers in local schools.

The project will be evaluated by two psychologists working with the staffs at both institutions. The project will be deemed successful if (1) women who claimed prior to college that they would not take any mathematics actually enroll in a mathematics course and/or (2) women who aspired to a non-quantitatively-oriented career previous to their experience in the projct charge their plans and enter a quantitatively-oriented career.

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Wenatchee Valley Community College
Omak, Washington

Because of geographic isolation and economic barriers, many rural residents of our nation are prevented from obtaining postsecondary education. Okanogan County in Washington is typical. The county contains 5,000 square miles but a population of only 25,400. The unemployment rate ranges between twelve and sixteen percent and exceeded twenty-five percent in 1975. From the county seat to the nearest community college is ninety-four miles. The nearest senior college is one hundred and forty miles over a mountain pass which presents hazardous driving conditions four months of the academic year. These conditions make it impossible for county residents and members of the Colville Indian Tribes who cannot leave the area to earn the benefits of postsecondary education.

The county falls in the district of Wenatchee Valley Community College. While some extension classes were offered and considerable outreach counseling was provided, the college was unable to provide a full program leading to associate degrees in the county until September 1974. This was possible through a grant from the Fund which launched the Okanogan County Education Brokerage Service.

The Wenatchee Valley College now operates the brokerage service in the county. It has four major charges: (1) to offer resident, on-site instruction using non-traditional means to overcome the problem of a scattered student-body, (2) to offer education brokering to inform, to advise, and to serve as advocate, (3) to offer career counseling, and (4) to stimulate senior colleges to bring their resources to the county. The following statistics indicate the response:

	1974-75	1975-76
Courses offered	311	394
Duplicated headcount	1891	2270
Annual average full-time students	152	196

Several tentative conclusions have emerged in two years of operation: (1) that there is a considerable demand for postsecondary education in rural areas, (2) that through the use of innovative, learner-centered methods of instruction, it is instructionally and economically feasible to deliver postsecondary education to small groups and individuals, and (3) that rural communities have resources (in facilities and trained people) which can be mobilized to provide higher education. The Wenatchee Valley Community College has increased its commitment to the Brokerage Service from ten percent of the cost in the first year to slightly over fifty percent for the third year. Plans are underway for the state to assume the total cost next year. Comparisons to this date indicate that the cost of the program does not differ significantly from on-campus instruction.

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West Virginia College of Graduate Studies
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To provide graduate level curricula for working students residing in locations remote from the central campus, most universities and colleges establish extension centers or offer graduate courses on a demand basis. This mode of delivering instructional programs often results in sporadic and unsystematic offering of courses, leaving the student with limited opportunities for completing a viable program of graduate studies. Faculty lose much time in travel and cannot adapt their instruction to time constraints imposed by the students's full time employment.

To meet this problem, the Board of Regents established the West Virginia College of Graduate Studies (CGS) in 1972. In education at a minimum cost in the southern counties of West Virginia, has no main campus and offers only post-baccalaureate work. Faculty and administrators are centrally located in leased facilities in the greater Charleston area and all classes are held in the evening locations throughout the southern region of the state. While this form of delivery has been successful in the Charleston area, the present CGS model has failed to resolve many of the same problems encountered in the extension center concept in meeting the graduate education needs in the rural counties.

Through the two-year project, professional development centers are being established in two of the rural counties in southern West Virginia. These centers house learning modules, equipment, and instructional resources which enable students to complete graduate courses in mathematics and education on an individual basis. Students enrolled in courses attend the center at their convenience to select and complete learning activities in achieving course objectives at a rate consistent with the time constraints imposed by their full time employment. The essential strategy of the project is to construct the courses with existing predesigned instructional materials developed at other universities and colleges. The project staff are identifying, securing, and assessing various educational materials and courses and adapting them to meet the objectives of CGS courses.

The project is trying to develop a cost effective program of graduate studies for full time employed students residing in remote locations. The centers are assigned to increase available educational resources, increase opportunities for individual faculty-student interaction, allow students to receive instruction in a mode consistent with their style of learning, and allow students to complete course requirements at a rate consistent with the time constraints imposed by full time employment. The project is testing one method for colleges with limited instructional development capabilities to develop performanced based individualized graduate courses by adapting existing predesigned courses and materials.

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Winona State University
Winona, Minnesota

Adults are returning to higher education in increasing numbers. While access to colleges and universities has improved, barriers still exist. Problems which impede the progress of adults seeking education including travel time to campus, unnecessarily bureaucratic admissions and transfer requirements, limited access to teaching faculty, poor counseling, and the demeaning experience of being in a situation where there is no consideration, respect, or credit for the experience, knowledge, and wisdom of the mature, adult student.

The External Studies Program of Winona State University is addressing these issues through its adult education program. To eliminate the problem of geographical barriers, regional learning sites have been established throughout southeastern Minnesota. These sites are utilized for off-campus classes, video and audio tape courses, and advising on a regular basis. Direct phone connections and a policy for collect calls have been provided in an effort to facilitate on-going communication between the university and the student.

A staff of full-time counselor/advisors has been hired to provide personal contact and accurate information about the variety of learning experiences available to adults in the area. They also act as the student's advocate before the faculty and offices of the university. These advisors also work closely with the students in the preparation of portfolios describing and documenting learning experiences and the competencies and knowledge acquired from various life and work situations. These portfolios serve as the principal evidence of learning and the basis on which the university grants credit. Each advisor initiates and directs the evaluation process in cooperation with the teaching faculty.

The External Studies Program is three years old and has an enrollment of over 400 adult students, producing almost 20% of the total credit hours of the university. Opening Winona State University to the adults of the area has stimulated the faculty and institution as a whole to expand their roles and consider the many alternatives which a state university can use to meet its responsibilities to the area and the population it serves.

Project Director: Pauline Connell
Advisor Coordinator
External Studies Program
Winona State University
Winona, Minnesota 55987
(507) 457-2068

University of Wisconsin
Oshkosh, Wisconsin

Almost every institution of higher education which relies heavily on traditional college-bound student populations, i.e., 18 year olds, for their enrollments will be facing a significant decline in the mid 1980's if national census data is an accurate predictor. The University of Wisconsin-Oshkosh, like many state universities, counts on large numbers of these students in order to retain vie program offerings. To counter this trend, the University proposed a new calendar plan in the summer of 1975 which would meet, in a distinctive way, the needs of present and projected university constituencies. The calendar itself combines a traditional two semester system of 17 weeks each and an 8-week summer session, with an alternative calendar which divides the fall and spring semester each into three modules of 7-7-3 weeks and a summer session into two 4-week modules. The primary purpose of the two year calendar experiment (1975-77) is to attract non-traditional learners (working adults, housewives, etc.) by offering classes in alternative time periods and in a variety of instructional formats. The new calendar is also fostering faculty development activities and spreading 9 month teaching assignments over a 12 month period.

In order to determine if the calendar is effective, a comprehensive objective evaluation scheme is needed. A team of extra-institutional evaluators from the Center for the Study of Higher Education, University of Michigan has been retained for 1976-77 to design an institutional evaluation plan, develop and administer appropriate evaluation instruments and write research reports. More specifically, the external evaluators are to: 1) assess changes in campus activities, climate, and attitudes of students, faculty, administrators, and the Oshkosh community as a result of calendar implementation; 2) measure student and faculty attitudes toward unique instructional formats, teaching strategies, auto-technologies, and calendar time periods; 3) evaluate student performance in courses with various instructional formats, teaching strategies and auto-technologies; 4) evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, etc.; 5) assess the affective responses of faculty to the Faculty Development Program which involves compensation for additional service for curriculum development, research opportunities, and in-service training; and, 6) determine cost efficiencies of the different calendar components. The assessment of these activities are to be completed by August 31, 1977.

The outcomes of the evaluations will have a major impact on not only UWO but also other institutions within the University of Wisconsin System as well as many institutions nationally. The external evaluators final report will include all aspects of the Oshkosh calendar and will be widely circulated by means of scholarly publications and national professional association meetings.

Project Director: W. Sam Adams
Director of Planning
University of Wisconsin-Oshkosh
Oshkosh, Wisconsin 54901
(414) 424-2133

University of Wisconsin
Oshkosh, Wisconsin

During the next two decades, many postsecondary institutions will exist in a no-growth environment. The inability to draw upon new resources and the resultant decline in faculty mobility and higher proportions of tenured faculty make the establishment of effective faculty development programs an urgent priority for those who seek to maintain quality academic programs.

Responding to this problem, the University of Wisconsin-Oshkosh has initiated a Faculty College which is designed to provide continuing opportunities for faculty to renew their intellectual vitality and further their professional growth. The program is facilitated by a new academic calendar which removes traditional time constraints and permits the reallocation of university resources. Faculty are periodically freed from regular responsibilities in order to participate in short courses and workshops.

The present project develops a new dimension to the Faculty College and tests an interinstitutional model. Four strongly inter-related activities are being carried out. First, the project develops and conducts sessions within the Faculty College which focus on topics related to University of Wisconsin-Oshkosh's emerging programs in time- and space-free instruction and which involve presenters from other institutions. Second, the project supports for the first time faculty participants from other institutions. Third, the project will offer in its second year a special four-day program that explores alternate strategies for institutional change which can be sustained without external resources. Finally, the project will assess the effectiveness of this model for diffusion among institutions.

Project Director: James E. Gueths
Assistant Vice Chancellor
University of Wisconsin-Oshkosh
800 Algoma Boulevard
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(404) 424-1411

University of Wisconsin
Oshkosh, Wisconsin

As educational costs rise and competition in the employment market increases, the part-time learner becomes a more prominent figure in projects of the future for postsecondary education. Postsecondary institutions need to design ways to bring instruction to non-traditional learners at the times and in the places that suit their needs. The traditional system with its fixed schedules for courses and faculty consultation does not usually suit the schedules of the employed, part-time learner. Furthermore, residential campuses are often foreign and intimidating to adults who have been out of school. However, within the community a less threatening alternative exists--the public library. Libraries are beginning to expand the range and breadth of their services, and offer a logical partnership with post-secondary institutions to service part-time learners. The University of Wisconsin, a public institution, and the Oshkosh Public Library are forming this natural liaison and are bringing new educational programs to part-time learners.

The project, entitled the Public University, features one-credit undergraduate mini-courses that can be taken individually or sequenced in multi-credit courses for credit or non-credit audit. Public University offerings parallel courses available through the regular undergraduate curriculum. Special non-credit offerings for adult learners are being developed. These courses are available in the library site through the use of slide-tape programs, cassette tape lectures, and print materials during all library hours. Course faculty are available for individual consultation on a weekly basis. Approximately 40 credits of instruction are available through the Public University program in 1976-77. In addition, special curricular materials have been developed for distribution through the library's county bookmobile system. If enrollment expectations are realized, 200 adult learners will be served through the Public University in 1977-78.

The Public University is a model for extending postsecondary education to the part-time learner through the off-campus use of flexible time instruction and modern instructional technologies. It couples the academic program capabilities of the University with the learner accessibility of the Public Library to develop new dimensions in program quality and learner convenience. The cooperative model combines the unique resources of a public library and a regional university to extend educational opportunities to part-time learners at the learner's convenience

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University of Wisconsin
Stevens Point, Wisconsin

University level programs in Natural Resources are not attracting and retraining adequate numbers of American Indian students, yet American Indian Tribes control vast reserves of resources. The tribes then are faced with the problem of contributing to the nation's needs for energy and materials, while also maintaining a sound economic and environmental base for the future of the reservation and its people, as well as preserving their cultural values. Very few non-Indian professionals, on the campuses or in state and federal agencies, have a working knowledge or even awareness of tribal cultures and traditions. Thus, even the limited amount of technical assistance available to the tribes is often inappropriate or unsuitable to the reservation situation.

The University of Wisconsin at Stevens Point has a strong program in Natural Resources, a history of services to and involvements with the tribes in the state, and excellent academic supportive services. In addition, the campus already attracts many American Indian students to its various majors, including Natural Resources.

This project builds on these existing factors to provide a program of personal and academic services, meaningful courses and other educational experiences, and immediate practical application of classroom gained knowledge, to encourage project students to complete a four-year degree in Natural Resources. The approach is learner-centered with the focus on the characteristics and needs of American Indian students. Some courses in the curriculum are being restructured to include the Native American viewpoint, while new courses are being developed to allow greater insight into tribal concerns and problems.

Technical assistance teams consisting of university professionals and project students go to the reservations on request to work with tribal governments in resource management, inventories, and planning. Students are thus motivated to learn because they can use their acquired knowledge "back home" and feel less alienated from their heritage. At the same time, tribes are being provided with needed assistance in natural resource matters.

Approximately 20 new students will enter the program each year, which will help prepare American Indians to be professionals in the fields of Natural Resources. Indian students in all majors will have access to relevant courses and materials, while non-Indian students and instructors will have opportunities to learn about the concerns, cultures, and values of tribal people. Tribes receive immediate assistance with resource problems thus eventually lessening the need for external help as project graduates return to work on the reservations. Project developed materials and methods will be available to other institutions for replication or adaptation by spring, 1977.

Project Director: John C. Messing
Natural Resources Career Education for
American Indians
University of Wisconsin
Stevens Point, Wisconsin 54481
(715) 346-3828

University of Wisconsin System
UW-Extended Degree Programs
Madison, Wisconsin 53706

Adult learners seeking the convenience of non-traditional education options have often been frustrated by the limited opportunities to utilize the immence resources of their public university system. An effort to adapt programs of such a university systems to more adequately meet the needs of part-time, non-residential adult learners is underway in Wisconsin. The goal of the University of Wisconsin - Extended Degree Programs is to adapt selected general and professional degrees to competency-based and extended programs.

Employed adults who must complete on a part-time basis upper division course work or round out their general requirements in the first two years of college will be able to complete their studies through individualized programs. The programs are aimed at aiding motivated persons who possess basic learning skills and some college experience. The programs will help students integrate educational goals with job, family and geographic circumstances. The University of Wisconsin system consists of 13 four-year compuses, 14 two-year campuses and University Extension.

During the project year, nine selected campuses of the U.W. System are participating in the planning process. At the baccalaureate level, these programs consist of a statewide general studies degree, two regional independent study majors, six professional majors in agriculture, business, engineering technology, nursing, paper science and vocational education. The two-year campuses are planning an extended associate degree.

The FUND grant provides matching support for project coordination and development of four learning resource centers at selected units of the U.W. System to provide information and technical assistance to campuses developing extended degrees. The four centers are: Competency-Based Education Center, Cooperative Education Center, Examination Programs and Services Center, and Curriculum Resources Center. Four other centers, supported internally, will have similar responsibilities: Assessment Center, Community-Based Counseling Center, Independent Study Center and Regional Resource Center. Each center is assisting each participating campus to develop self-sufficiency in the center's area of expertise; helping degree programs achieve full extended degree status in reaching out to new learners and working with the campuses to further quality standards and meeting the changing needs of new clientele.

Project Directors:

James W. Kolka, Co-Director
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University of Wisconsin System
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Women's Inner City Educational Resource Center (WINNERS)
Boston, Massachusetts

Many women from low-income minority backgrounds have nowhere to turn for assistance when they decide to return to school or want to get a job. The services available through traditional institutions often do not respond to the day-to-day problems of women who must often singularly raise a family and work at the same time. Furthermore, many of these women are reluctant to approach a system that has not served them well in the past. To address this problem, WINNERS was established in 1973 in central Boston to meet the needs of inner-city women who want new careers or decide to return to education. This community-based center staffed by urban women, sensitively serves the mature urban woman by acting as a vigorous and independent advocate to upgrade services to this population. A major goal of the project is to provide services at a low cost, and the Center is working to become self-supporting by 1977.

Educational planning and counseling are major emphases of the Center. Based on careful assessment of the goals, skills, and the family, financial and work situations of each client, opportunities for further education or training are explored. Specific institutions and programs are identified and assistance in the mechanics of application to the program is provided to clients by the Center staff. Subsequent to admission and enrollment, the Center offers counseling, skill development opportunities, and a forum for dealing with problems of survival and success in the institutions. WINNERS has developed an extensive resource capacity relative to educational, financial, and job opportunities for women in the Boston area. Expansion and updating of this information as well as advocacy efforts on behalf of its clients assure that the Center is in continual communication with institutions and community agencies.

Project Director: Marguerite Goodwin, Executive Director
Women's Inner City Educational Service Center
90 Warren Street
Roxbury, Massachusetts 02119
(617) 440-9150

Women's Institute of Alternative Psychotherapy
Boulder, Colorado

The Women's Institute of Alternative Psychotherapy was formed to respond to several pressing problems in the field. The first concerns the non-responsive nature of psychotherapy services that women currently receive. Many therapists promote values of society and require all women, regardless of race, socio-economic role or personality type, to adjust to the traditional middle class feminine role. This practice ignores the different value systems among women of culturally different backgrounds. Doctoral training programs do little to correct this practice by sensitizing new therapists to women's needs and thus perpetuate the idea that all women fit a single stereotype model. The Institute also notes that the current route to licensing in the field--the Ph.D. or M.D.--involve programs that are costly and long, and alternative psychotherapy schools usually imitate the Ph.D. model. Thus, there is the dual problem that there is no graduate program which produces licensed therapists who are sensitive to the needs of women.

The Women's Institute has three main purposes: (1) to prepare future therapists; (2) to offer continuing education for practicing professionals; and (3) to enhance the growth of all persons at the Institute. A specific objective of the project is to set up a graduate school in alternative psychotherapy, capable of granting highly experientially-based graduated degrees that are recognized by the American Psychological Association and state licensing agencies. The Institute is developing masters and doctoral programs as well as continuing education for practicing professionals to increase their skills and sensitivity to those outside of the dominant system.

Working toward these goals in its first year of Fund support, the Institute sponsored the First National Conference of Feminist Therapists, with over 350 attending from 26 States and two foreign countries. The Second Annual Conference will be held in January of 1977. The Institute also helped form the Graduate Institutes of Alternative Psychology (GIAP), an organization of graduate schools in psychology. Finally, the project's continuing education component was highlighted in the past summer by the completion of the first one month intensive live-in seminar for practicing therapists to increase their skills and knowledge in the field of psychotherapy, especially with women and minorities.

The long range intent of the Institute is to bring the unmet needs of women in society into focus; to develop a new awareness in the academic and therapeutic communities of the psychology of women, and to contribute to the evolution of a more integrated, non-judgmental understanding of the therapeutic process. The project offers a new educational model that is capable of training an increasing number of component, sensitive therapists. And, importantly, the project hopes to educate women and professionals as to the alternatives available to them.

Project Director: Anne Schaef, Therapist
Box 356
Boulder, Colorado 80302
(303) 433-5110

Woodbury Associates Paralegal Studies/Law Center
Montpelier, Vermont

Woodbury Associates, a private, non-profit corporation, is addressing two problems which confront low and moderate income adults; (1) the inadequacy of the traditional postsecondary educational system to provide career-related education for adults whose education has been interrupted; and (2) the inability of the present legal delivery system to provide sufficient low-cost legal services.

This project trains twenty students per academic year in the skills necessary for them to pursue new careers as legal paraprofessionals. The training combines academic coursework with a practical internship as a legal assistant. The training focuses on the development of attainable competencies in substantive areas of the law; legal research and writing; investigation, interviewing and advocacy; and law office management. The curriculum is tailored to the career goals of individual students as well as the special needs of the Vermont Bar. Successful participants are awarded thirty academic credits.

Special features of this project include: (1) the introduction of Counseling/Human Relations training in the legal curriculum; (2) the introduction of an on-site legal clinic which serves as a laboratory for learning and a model for the delivery of low-cost, high-quality legal services; (3) a clinical internship for twelve third-year law students from Vermont Law School, which provides these students with the unique opportunities to train as part of new 'legal service delivery teams' with paralegals; to learn by teaching and to receive training in practical competency areas and counseling skills.

The objectives of this program include the development of a replicable model of competency-based education for new careers for adults that integrates academic and experiential learning; the development of a replicable educational model that provides for the training of legal professionals and paraprofessionals in one interrelated setting; and the development of a replicable model for providing low-cost legal services to members of the community who are presently not receiving legal service. The Center is also producing a manual for the operation of the clinic, which should be of value to practitioners who are interested in this relatively new model of legal service delivery.

Project Director: Lawrence H. Mandell
Woodbury Associates Paralegal Studies/Law Center
Dillingham Hall, West Street
Montpelier, Vermont 05602
(802) 229-0516

NATIONAL PROJECT I - "Better Information for Student Choice"

Making a choice about which postsecondary institution to attend is one of the most important decisions facing young people. While many factors influence the selection, no choices can be better than the quality of information on which they are based. The need to improve the nature of this information, and the form in which it is presented is especially compelling considering the diversity of interests represented by today's student and the number of colleges to select among; the high costs of going to college and the uncertainty of employment after graduation; and the competition among the institutions themselves for the student market.

Existing sources of information, running the gamut from college catalogues and information bulletins to commercially published reference guides, do not at present fulfill these increasing needs. The inquiring student can obtain reference guides which list institutions and provide admissions information--but little information for making comparative judgments. From any given institution, on request, a prospective student can obtain information on the history and setting of the institution, and courses offered for study--but little concerning the nature of the educational process inside the institutions, or the probable consequences of attending and graduating. Accrediting organizations and State agencies review the quality of educational institutions--but prospective students are not included in the constituency directly served by these reviews.

Eleven of the institutions (described on the following pages) are developing prospectuses which will include such things as current regional and national information on the availability of jobs by career field; accurate educational cost projection; descriptions and explanations of student attrition and retention rates; types of students who are most productive at the institution; current student and faculty perceptions of the quality of the learning processes and student-faculty interactions; the environment of the institution as viewed by various student sub-cultures; and assessment by graduates of the relationship between their educational experience and job requirements. Four agencies were selected as Resources Agencies who, working with a group of postsecondary educational institutions, are seeking to provide students with information which will help them compare institutions in terms of employability of graduates, costs, financial aid, availability of specific learning resources and the success and failure among current students.

In addition to individual project activities the project directors from the 16 institutions and agencies participate as members of a National Task Force directed by the Education Commission of the States. The task force is analyzing the following issues: Why better information; which types of information are helpful and why; what information can be provided responsibly and how; what are the process issues in prospectus building; does form of communication make a difference; what are the possibilities for determining the effectiveness of better information and for determining its validity; can better information be provided in order that prospective students might make comparisons among institutions; and what are the varying institutional impacts relative to voluntary vs. mandated disclosure of information.

The results of this analysis will be presented in the Task Force Report in early Spring 1977. At the same time a national invitational conference will be convened for federal, state and postsecondary education institutional policy makers to discuss the task force's report plus the individual project outcomes.

The Demonstration Institutions and Resources Agencies were funded for 15 months out of FY 75 funds. Although their projects end November 30, 1976 they will participate in Task Force activities conducted by the Education Commission of the States whose grant continues to June 30, 1977.

I. Task Force Coordinator

Education Commission of the States

In addition to facilitating effective collaboration among Task Force members the coordinator will direct the dissemination efforts of the Task Force.

Robert F. Corcoran
Associate Director
Higher Education Services
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203
(303) 893-5200

II. Demonstration Institutions

Barat College
Lake Forest, Illinois

The prospectus will describe the college in terms of 1) institutional outcomes; based on institutional self-study and measures of departmental efficiency and faculty productivity; 2) student outcomes, attrition and retention rates, reasons for dropouts and flunk outs, measures of cognitive and personal development among students, graduates, perceptions of the relation between their education and jobs; 3) educational processes, teaching styles, advising resources, peer culture descriptions, etc.

Project Director: Theodore J. Marchese
Director, Institutional Research
700 Westleigh Road
Lake Forest, Illinois 60045
(312) 234-3000

Heald Colleges
San Francisco, California

An eight campus proprietary school offering A.A. and B.S. degrees plans to provide detailed regional employment forecasts including income and job availability data for one of it business schools. The prospectus will also include a listing of the placement of all 1975 graduates which would include salaries and the names of employers.

Project Director: Sherwood Burgess
Project Director
Heald College
2085 N. Broadway
Walnut Creek, California 94596

Macomb County Community College
Warren, Michigan

A large urban community college intends to provide regional employment forecast information, description of individual career fields and related educational programs, self-analysis (interests, abilities) procedures for prospective students, and a thorough analysis of the financial costs of education to the student.

Project Director: Karl Wagner
Dean, Student Services
14500 Twelve Mile Road
Warren, Michigan 48093
(313) 779-7205

Monroe Community College

A moderate-sized urban community college is developing a prospectus which will include the opinions and attitudes of current students and graduates on the quality of the faculty, faculty-student relationships, and academic programs. The prospectus will also include regional employment data on relevant career fields.

R. Thomas Flynn
Vice-President for Student Affairs
P.O. Box 9720
Rochester, New York 14623 (716) 442-9950

Morris Brown College

This member of the Atlanta University Center will provide prospective students with information on perceptions of the college by current students and graduates, numbers and percentages of recent graduates admitted to graduate and professional schools, employability and typical career patterns of graduates, and current and projected costs of attendence at Morris Brown.

Marie Metze
Director, Career Planning, Placement
and Cooperative Education
643 Hunter Street, S.W.
Atlanta, Georgia 30314 (404) 525-7831 X 31 or 36

Mountain Empire Community College

A small community college in the very rural S.W. corner of Virginia seeks to encourage residents to better utilize the educational resources of the region so tey can continue to stay in the area if they choose. The college's prospectus will include detailed regional information on available jobs, salary levels, career paths, and available educational opportunities in selected career areas.

Bonnie Elosser
Director, Student Services
Drawer 700
Big Stone Gap, Virginia 24219 (703) 523-2400

National Radio Institute (NRI)
Washington, D.C.

A proprietary correspondence school plans is developing a prospectus which would include discussions of the advantages and disadvantages of correspondence study, the types of students who enroll at NRI, why students drop out, job opportunities and the probabilities of obtaining employment in the field for which the student is trained, and student reaction to NRI training. Information for the prospectus will be based upon a survey of 1,000 individuals in each of three categories; current students, graduates and dropouts.

Project Director: David Dasenbrock
3939 Wisconsin Avenue, N.W.
Washington, D.C. 20016
(202) 244-1600

Portland State University
Portland, Oregon

Portland State is developing a systematic student information needs taxonomy and to design a prospectus which responds to the identified needs. Special attention will be given to information on attrition rates, student satisfaction, and employment and salary data on recent graduates. The prospectus will also include a directory which relates career related competencies to specific educational programs.

Project Director: Mary K. Kinnick
Director
Office of Institutional Research
P.O. Box 751
Portland, Oregon 97207
(503) 229-3432

University of California (UC) Irvine
Irvine, California

The prospectus will include empirical information on careers U.C. Irvine graduates have pursued, the success/attrition rate, student satdsfaction with various components of the university, the types of students who are more productive in the environment, faculty and student perceptions of their mutual interaction, and student participation in campus governance.

Project Director: John C. Hoy
Vice Chancellor, Student Affairs
Irvine, California 92664
(714) 833-5515

University of California (UCLA)
Los Angeles, California

The prospectus will describe this large complex institution to prospective students in terms of major subcultures within the University. The project will attempt to identify and describe meaningful subgroups within the University as a means of more accurately characterizing UCLA as it is perceived by current students from these various perspectives.

Project Director: C. Robert Pace
Professor of Higher Education
405 Hilgard Avenue
Los Angeles, California 90024
(213) 825-8331

University of Illinois
Urbana, Illinois

The prospectus will describe the major academic programs in terms of class sizes, faculty rank by level of coursework taught, ACE ratings of graduate departments, retention and attrition rates, job and graduate school placement, salary level of graduates, etc. It will also include information on the institution as a whole (e.g., teaching as criteria for faculty promotion, patterns of student life, student attitudes toward institution, etc.).

Project Director: Jane W. Loeb
Director of Admissions and Records
108 Administration Building
Urbana, Illinois 61801
(217) 333-2033

III. Resource Agencies

Associated Colleges of the Midwest (ACM)
Chicago, Illinois

ACM will develop and present comparable information regarding employability, earnings, and career patterns of graduates of the thirteen member colleges.

Project Director: Patricia Wishart
Director of Service Programs
Associated Colleges of the Midwest
60 West Walton Street
Chicago, Illinois 60610
(312) 664-9580

College Entrance Examination Board (CEEB)
New York, New York

CEEB will establish a method for classifying and presenting comparable information on educational costs and financial aid for prospective students based upon data from a diverse cross-section of postsecondary educational institutions.

Project Director: James Nelson
Vice President
Student Assistance Services
College Entrance Examination Board
889 Seventh Avenue
New York, New York 10019
(212) 582-6210

Syracuse University
Syracuse, New York

Syracuse will develop and present comparable information regarding opportunities for individualized learning and the availability of career planning services at ten representative institutions.

Project Director: Joan S. Stark, Chairman
Department of Higher/Postsecondary Education
Syracuse University
Syracuse, New York 13210
(315) 423-4761

Western Interstate Commission on Higher Education (WICHE)
Boulder, Colorado

WICHE will work with five institutions to convert planning and management information into forms useful to prospective students.

Project Director: Oscar Lenning
Senior Staff Associate
National Center for Higher Education Management
Systems at Western Interstate Commission
on Higher Education
P.O. Drawer P
Boulder, Colorado 80302
(303) 449-3333

NATIONAL PROJECT II- "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students"

During the 1960's, two deliberate social policies brought new postsecondary educational opportunities to millions of high school graduates: (1) cost barriers were reduced by an increase in financial assistance available to students; and (2) many institutions reduced selective admissions requirements by either lowering or abandoning requirements for high academic performance in high school and on standardized achievement tests. As a result, the generation now beginning their postsecondary education includes a significant number of students who lack abilities assumed for college students in the past. Typically, they lack the confidence as well as the skills essential for advanced academic work. The pattern for many of these students has been one of a revolving door: they enter college and leave within the year, without fulfilling their educational goals.

A number of institutions have responded to this challenge by initiating new programs or adapting their basic processes of teaching in order to create conditions for effective learning for a diverse range of postsecondary students.

From nearly 225 applicants, the Fund has selected 10 institutions which showed convincing evidence of an effective response to the needs of low-achieving students. Over the 15 months beginning in July 1975, these institutions are collaborating with the goal of identifying the most successful components of their approaches and disseminating findings on what works for particular students in various settings to other practitioners.

The Associates of National Project II are holding a series of five meetings and a concluding invitational conference. Activities include information sharing, self-evaluation on the part of each Associate, generating written descriptions of the salient characteristics and indices of success of the programs, and facilitating a national dialogue on critical issues regarding effective learning for low-achieving students.

The Associates are being guided and supported in their activities by the Fund staff, by an Advisory Panel of individuals knowledgeable in the problem area, and by the logistical and technical resources of Bronx Community College which was selected competitively from among the ten Associates for the role of Resource Institution.

It is anticipated that as a result of the consortium's activities significant information will be available to practitioners and policy makers throughout the nation regarding what is necessary for effective learning for low-achieving students. The Resource Institution expects that this information will include a full description of each of the programs in a common language developed by the consortium, with an emphasis on uniqueness and commonality; a survey of instrumentation currently used by the ten Associates, including why institutions use certain tools and/or develop new ones; and an overview of evaluation models suitable for programs directed at low-achievers. It is also planned to analytically describe the research projects which each Associate was funded by F.I.P.S.E. primarily to identify the successful components of the special programs. In addition to disseminating this information, the collaboration serves as a national forum for dialogue and action relating to critical issues faced by institutions committed to serving an increasingly diverse population of postsecondary students.

The Associates were funded for 15 months out of FY 75 funds. Although their projects end November 30, 1976 they will participate in National Project II activities conducted by Bronx Community College whose Resource Institution role continues through June 30, 1977.

Following is a brief description of each of the Associates' programmatic response to its low-achieving students. The Associates represent a broad cross section of postsecondary institutions, geographical regions, types of students served and types of Educational activities offered. Selection of the Associates was based on the evidence presented to indicate the success of their programs, their plans for self-evaluation, and the potential significance of their efforts for other institutions throughout the Nation.

Bronx Community College
Bronx, New York

Since the advent of Open Admissions in the City University of New York five years ago, Bronx Community College has received the highest percentage of students with high school averages below 70 percent of all CUNY two-year colleges. The response of the College has been to mount a multi-faceted financial aid, counseling and diagnostic testing and remediation program. Students received intensive counseling, special tutorials, computer assisted instruction, team-taught interdisciplinary core courses, and self-paced learning modules and also participate in intensive faculty/student workshops.

In addition to its participation as an Associate, Bronx serves as the Resource Institution for the collaboration. Selected competitively from among the Associates, Bronx is planning and coordinating five two-day meetings of the Associates and a concluding invitational conference, acting as fiscal agent for the participation of the Advisory Panel (selected in consultation with the Fund and the other Associates), facilitating dissemination activities, providing necessary technical assistance, and taking responsibilities for the preparation and dissemination of the final report of the collaboration.

Project Director: Richard A. Donovan
Associate Dean for Educational Development
Bronx Community College
181st Street & University Avenue
Bronx, New York 10453
(212) 367-7300 X476

California State University/Fullerton
Educational Opportunity Program
Fullerton, California

The Educational Opportunity Program at California State University/Fullerton is a comprehensive program offering services and activities which include: recruitment and admission assistance; orientation; academic, personal, career, re-entrance and graduate studies counseling; curriculum development in reading, English communications and math; and a Learning Assistance Center providing tutoring, learning skills development, supplementary instruction and referral to catalogued resources.

Project Director: Arturo Franco
Associate Dean of Students
California State University/Fullerton
800 North State College Boulevard
Fullerton, California 92634
(714) 870-2884

University of Florida
Personalized Learning Center
Gainesville, Florida

The Personalized Learning Center at the University of Florida, implementing a technology of instruction, Precision Teaching, provides a highly developed method of assessment of student achievement and feedback which supports traditional coursework and instruction. The Center works in partnership with the faculty, providing flexible and non-punitive grading methods, a student-paced mastery based assessment system, one-to-one personal contact for students with Peer Advisors, tutoring on demand, and a complete computer-managed feedback system. The management system provides continuous evaluation on an individual basis which is made available to the student, his/her Peer Advisor, tutor and instructor.

Project Director: Jeannine Webb
University of Florida
450 Library East
Gainesville, Florida 32611
(904) 392-0365

Institute for Services to Education
Thirteen College Curriculum Program (TCCP)
Washington, D.C.

The Institute for Services to Education, a non-profit organization, has worked with predominently Black colleges in the South to develop and implement new curricular materials for the entire freshman year of college in the areas of English, mathematics, social science, physical science and biology as well as two sophomore year courses in humanities and philosophy. The program is designed to reduce the attrition rate of entering freshmen through creative curricular materials, new teaching styles, and by changing blocks of courses rather than by developing single courses.

Project Director: Gerald L. Durley
Institute for Services to Education
2001 S. Street, N.W.
Washington, D.C. 20009
(202) 232-9000

Malcolm-King: Harlem College Extension
New York City, New York

Malcolm-King is the product of concerned residents of Harlem and three colleges in the New York area (Marymount Manhattan College, the College of Mt. St. Vincent and Fordham University). It is a cooperative educational approach to the needs of working adults from poverty-level environments and offers a combination of special programs and services designed to provide necessary supportive services so that students can cope effectively with college-level courses. Personal, academic and career counseling; a Study Skills Center; developmental classes in English; tutoring; and a Human Relations course designed to improve interpersonal skills and develop leadership potential are among Malcolm-King's offerings.

Project Director: Mattie Cook
Administrative Director
103 East 125th Street
New York, New York 10035
(212) 427-3330

Marquette University
Educational Opportunity Program
Milwaukee, Wisconsin

The Educational Opportunity Program at Marquette provides comprehensive support services which include recruitment; full financial aid guaranteed to each student for ten semesters; academic, personal, career and post baccalaureate counseling; and a network of academic services. The latter feactures a six-week precollege summer program, tutoring, support seminars, reading and study skills instruction, individualized instruction in composition, developmental mathematics course, and a mathematics library.

Project Director: Donald E. Mackenzie, Jr.
Associate Director for Research and Evaluation
Educational Opportunity Program
Marquette University
1217 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(414) 224-7593

Oscar Rose Junior College
Special Upward Bound Program for Veterans
Midwest City, Oklahoma

The Special Upward Bound Program for Veterans at Oscar Rose Junior offers a complement of academic and support services which include recruitment; orientation; academic and personal counseling; study skills development; tutoring; and classes in composition, mathematics, developmental reading and psychology. A "vertical team" approach is used in the program, whereby the instructors of each class work in concert so that each is aware of the other's efforts, and activities can be interrelated.

Project Director: Paul Evans
Director, Office of Veterans Affairs
Oscar Rose Junior college
6420 Southeast Fifteenth Street
Midwest City, Oklahoma 73110
(425) 737-6611

St. Edward's University
College Assistance Migrant Program
Austin, Texas

The College Assistance Migrant Program (CAMP) at St. Edward's provides compensatory skills training, tutoring and counseling services to freshmen students from low-income migrant and seasonal farmworker families. In order to address the total needs of the student, the program features recruitment, a two-week summer program; a financial aids package for each student; academic, personal, and career awareness counseling; tutoring; a student facilitator program in which upperclassmen (including former CAMP students) provide assistance to CAMP students; and a summer job placement effort.

Project Director: F. Eugene Binder
Deputy Director, Student Life
St. Edward's University
3001 South Congress Avenue
Austin, Texas 78704
(512) 444-2621 X217

Southeastern Community College
Resources for Student Learning Program (RSL)
Whiteville, North Carolina

The Resources for Student Learning Program at Southeastern provides an integrated counseling and academic experience which includes an alternative freshman curriculum which fulfills basic requirements in communications, psychology and biology. The faculty serve in the dual capacity of instructor/counselors and students' programs of study are individualized. RSL employs self-paced learning modules, experiential learning and interdisciplinary core experiences.

Project Director: Winnie Cook
Director, Resources for Student Learning Program
Southeastern Community College
P.O. Box 151
Whiteville, North Carolina 28472
(919) 642-7580

Staten Island Community College
The People Center
Staten Island, New York

The People Center-Open Admissions Counseling Center at Staten Island Community College is an alternative counseling model which incorporates aggressive, intensified counseling consisting of a low student/counselor ratio; counselor accountability for the academic development of the student; structured counselor/student interactions; and monthly evaluations of counselor performance.

Project Director: Abraham I. Habenstreit
Joseph P. Hannam
Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301
(212) 390-7711

NATIONAL PROJECT III: "Elevating the Importance of Teaching"

As access to postsecondary education has improved, the need for new and better ways to teach has grown. Students with backgrounds, intellectual attitudes and learning habits which differ in significant ways from the students of the 60's, will continue to be an increasing proportion of the enrollments in the 70's and 80's.

If these students are to obtain the knowledge, skills and abilities promised in the catalogues of most institutions, the quality of instruction and the variety of learning approaches available must be increased. A wide range of new educational technologies is now available. Computers, audio-visual, programmed and self-paced instruction have all demonstrated their usefulness. Monitoring, tutoring and personal counseling have been effective with certain students, but these approaches to improving learning must be developed and implemented by faculty.

Institutions, faced with limited or no growth, must at the same time increase the quality of their services to the new and different clienteles and increase the efficiency of their operations. These two pressures are met in the issues of teaching the students to learn more and at the same time increasing the output of the faculty--measured in quality as well as quantity.

A significant number of institutions across the country have responded to these problems by initiating programs and activities designed to enhance the quality of teaching. The Associate Institutions of National Project III were selected for the quality and general applicability of their programs to elevate the importance of teaching. The eleven Associate institutions represent a range of institutional types, but all share a demonstrated commitment to and effective practice in the improvement of the quality of postsecondary teaching. The Associates are charged with refining the effective practices they now employ and providing clear and useful guidelines to other institutions and agencies interested in improving teaching and elevating its importance. Over a period of two years, Associates are collaborating in plans for the assessment, evaluation and dissemination of what are deemed to be the most promising strategies for elevating the importance of teaching. Among the strategies being considered are evaluation of teaching by students, peers and others; the establishment of Centers to support teaching; teaching awards and merit pay increases; and personal growth and teaching effectiveness contracts.

Coordination, support and guidance for the project is provided by the Resource Institution, also an Associate Institution, and by the staff of the Fund. Special consultants and individuals from exemplary programs are called upon from time to time, as needed, in the deliberations of the Associates.

Group meetings are held four times each year at various locations and, when possible, in conjunction with other organizations. Topics are established in advance and different Associates assume responsibility for preparing working papers for group discussion. The focus of discussions is on the impact of various activities, policies, the administrative structure, and faculty/administrator attitudes on "elevating the importance of teaching." The results are reported to postsecondary institutions generally via a series of progress reports known as Criteria and through Associates participating in relevant conferences.

The following brief descriptions present the individual institutional responses to the problems of elevating the importance of teaching. The variety of responses to the common issue illustrates the diversity and distinctiveness of the institution involved as well as the different incentives presently operating within the institutions.

The University of Michigan
Center for Research on Learning and Teaching
Ann Arbor, Michigan

The pressures on faculty to develop as research-scholars and teachers vary by institution. As a result, the success of efforts to enhance the importance of teaching is largely dependent on how well they correspond to these institutional values regarding teaching, research, and service.

The University of Michigan's Fund Associate project is concerned with the merit and promotion systems at this university and the extent to which skilled teachers are supported and rewarded.

The investigation focuses on the impact of various CRLT activities and the ways in which a teaching center can most effectively provide leadership and support services within a research-oriented university.

During the course of the project, activities include:
--completing a longitudinal self-evaluation study of CRLT endeavors to support the teaching faculty;
--analyzing the contents of citations and nominating documents for a college-wide outstanding teacher award and determining those attributes which are most valued;
--interviewing faculty to determine their perceptions of the extent to which the University supports teaching and how the University's metit and promotion systems have influenced their career patterns.

The results of the study should provide significant information for CRLT and other centers as to how to strengthen the reward structure for teaching.

As Resource Institution the Center will coordinate activities of the Associates, provide technical assistance to the project through consultants and staff and publish the results of the collaboration.

Project Director: Stanford Ericksen
Senior Research Scientist
Center for Research on Learning and Teaching
University of Michigan
109 East Madison Street
Ann Arbor, Michigan 48104
(313) 764-0505

Ball State University
Muncie, Indiana

A comprehensive program of incentives and rewards has been developed at Ball State University. At the center of the program is a faculty and course evaluation service coupled with diagnostic reports and teaching improvement opportunities. Creative teaching grants provide time and financial support for individual faculty who wish to develop innovative teaching approaches or materials. Other supporting programs include the faculty lecture series. Outstanding Teacher Awards, Faculty Monograph series, special leave programs and support for travel and attendance at conferences and seminars dealing with improving teaching are also available.

Project Director: Jerry J. Nisbet
Coordinator, Office of University Evaluations
Ball State University
2000 University Avenue
Muncie, Indiana 47306
(317) 285-7956

Bucknell University
Lewisburg, Pennsylvania

The recently revised Faculty Handbook of the University noted, "Teaching is the principal activity in which the faculty and the university is engaged." To translate this statement into its programmatic implications, criteria of evaluation for teaching have been developed for each department. These criteria are applied for decisions on tenure and promotion. A variety of resources are available to faculty to develop new course materials and to perfect new teaching learning practices. Presidental Professorships have been established to provide time and resources to an outstanding teacher to define the problems of teaching and support others in improving their teaching. Bucknell is particularly interested in assisting each faculty member to discover the teaching style in which he can most effectively stimulate learning among the students he serves.

Project Director: Wendell I. Smith
Provost
Bucknell University
Lewisburg, Pennsylvania 17837
(717) 524-1140

Burlington County College
Pemberton, New Jersey

The systems approach to instruction, an increasingly popular technique, has been applied with success at Burlington County College. To assure its effective implementation a pre-service staff development program is provided to all new faculty members. In addition all staff are supported by an

Instructional Development Center which assists teachers in problems of instructional design, assessment and measurement, and evaluation. The College also offers a unique Faculty Load Formula which rewards efficiency and effective instruction, rather than merely counting contact hours.

Project Director: Lee L. Schroeder
Supervisor of Testing and Evaluation
Burlington County College
Pemberton, New Jersey 08068
(609) 894-9311

Earlham College
Richmond, Indiana

The quality of teaching has always been a matter of high priority at Earlham. Currently there is a Teaching and Learning Committee, a Professional Development Fund and a faculty member serving half-time as Consultant on Teaching and Learning. Assessment of the effectiveness of these programs is in process. Faculty response to the Consultant indicates this is idea which can be used at other institutions. A faculty interview project is being carried out to learn what faculty consider to have been the important factors affecting their teaching. A process for evaluation of faculty, tenured as well as non-tenured, has been devised which incorporates evaluation by students, colleagues, the department and the teacher himself. This evaluation procedure is being examined to see if it can help improve teaching in addition to being used make personnel decisions.

Project Director: Gerald R. Bakker
Professor of Chemistry
Earlham College
Richmond, Indiana 47374
(317) 962-6561

Kansas State University
Manhattan, Kansas

A systematic and comprehensive instrument for student evaluation of teaching has been developed and implemented through the Office of Instructional Improvement at Kansas State University. Repeated experiments have validated the instrument. In addition, consultant assistance is provided to teachers who select it, and has resulted in substantial improvement in teaching effectiveness. The grant is being used to examine explicitly the strengths and weaknesses of several components of the system, the types of teaching or courses for which the instruments are poorly suited, and reasons for acceptance and resistance of the system. The entire program is being expanded and distributed to a variety of institutions through a grant from the Kellogg Foundation.

Preliminary results indicate that most users of the system find the IDEA Report and the Interpretive Guide helpful. Only a small percentage indicate a need to consult an expert in determining what course of action is needed to improve their instructional techniques. The needs of those in atypical instructional situations can apparently be met by using optional "extra questions", thus eliminating the need for multiple versions. Work is underway to establish national norms and determine if separate ones are needed for the various types of colleges and universities; likewise, studies are in process to determine if student ratings should be adjusted for factors which are not under the instructor's control (suitability of students; desire to teach course; etc.). Test-retest studies continue to show evidence that teachers do make progress on their relevant objectives after using the IDEA system. Furthermore, those who use the available consultative services improve the most. At KSU, a study of attitudes toward Faculty Evaluation ind[illegible] that only 31% believe student ratings should not be used for faculty evaluation. Also, 70% felt that teaching at KSU received about the right emphasis in the department.

Project Director: Richard E. Owens
Professor, Office of Educational Resources
Fairchild Hall
Kansas State University
Manhattan, Kansas 66506
(913) 532-5712

University of Illinois
Urbana, Illinois

The Office of Instructional Resources was created by the University in 1964 to enhance the improtance of teaching. Recently, the University has also developed a Council on Program Evaluation to assess department on a systematic and on-going basis. The University has instituted the requirement that promotion to tenure depends partly on an evaluation of teaching, including a required student evaluation. A Program Evaluation Survey has been developed for students to evaluate their academic experience within their departmental majors. Full-time summer pay and other cash awards have been given to selected faculty for the improvement of teaching. The major thrusts of the project are (1) to refine the Program Evaluation Survey both psychometrically and in terms of the acceptability and usefulness to faculty, administrators, and others with evaluation responsibilities, and students; and (2) to develop departmental faculty-based methods of faculty evaluation.

Project Director: Charles J. McIntyre
Director, Office of Instructional Resources
University of Illinois
205 South Goodwin
Urbana, Illinois 61801
(217) 333-3370

SUNY College
Oswego, New York

For a number of semesters, extensive data has been collected on teaching effectiveness in SUNY College at Oswego's psychology department. This has been part of a fairly elaborate semi-contractual system of faculty evaluation. Under this system, criteria for retention and promotion are clearly spelled out and weighted; teaching effectiveness has the highest priority. Faculty members may use a departmental survey instrument, classroom visits, enrollment figures and other proofs to demonstrate that they are fulfilling their agreed-on obligations. Data analyzed on the computer has shown an unexpected correlation between teaching effectiveness and theoretical orientation, and a high predictability of effectiveness. Development is now being stressed as much as effectiveness, and other department s are involved. A video tape/ film will be produced, giving a dramatic presentation regarding some of the problems involved in faculty evaluations.

Project Director: David J. King
Chairman, Department of Psychology
SUNY College at Oswego
Oswego, New York 13126
(315) 341-2285

State University of New York
Albany, New York

During 1975-76 three centrally-administered teaching award and curriculum development programs were evaluated for their effectiveness in enhancing and promoting teaching on the sixty-four campuses of State University. More than 400 faculty members have received awards since 1972. Surveys were administered to all awardees and to a random sample of faculty; intensive follow-up interviews were also conducted on ten campuses. In general, faculty support the purposes of the programs but criticize specific aspects of their administration and particularly the lack of institutionalization of the programs' positive effects. During 1976-77 three hundred professors who have received awards will meet regionally to study the 1975-76 evaluations; to make recommendations for improvement of the programs; and to offer plans for intra- and inter-campus improvement of teaching in such areas as general education, course evaluations, and cross-campus sharing of resources.

Project Director: Charles B. Neff
Assistant Chancellor for Special Projects
State University of New York
99 Washington Avenue
Albany, New YOrk 12246
(518) 474-6860

Purdue University
West Lafayette, Indiana

At Purdue there is a three year old computer based, diagnostic system of course and instructor evaluation called CAFETERIA. It allows instructors to select diagnostic rating items from an extensive item catalog. Instructors then receive and administer questionnaires composed of the selected items, and finally receive a detailed and confidential report based on their students' responses. The flexible system permits adaptation to special instructional conditions and focusing on special or suspected problems. The service has been adopted at regional campuses, at several independent colleges in Indiana, and at nearly 20 other universities. The system is being analyzed and refined to relate it better to other instructional improvement programs on campus and at the other cooperating institutions.

Projector Director: Warren F. Seibert
Director, Office of Instructional Services
Purdue University
ENAD, Room 402
West Lafayette, Indiana 47907
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Ohio Wesleyan University
Delaware, Ohio

Ohio Wesleyan has a faculty reward system that places its greatest emphasis on effective teaching. The college has introduced a series of activities that provide incentives to elevate and improve teaching. A Faculty Personnel Committee conducts the review and reward process. A Committee on Teaching and Learning (faculty, students and administration) has channelled significant external funds into programs to spread awareness of changes in college teaching to conduct workshops for faculty, to enhance the quality of instructional technology and pedagogical experiments on campus, to improve the student ratings system, and to enhance the quality of opportunities for exchange of information on the teaching process. These efforts were institutionalized by the creation of an office of Instructional Development. Recently a new position, Dean of Educational Services, has brought together administration of teaching improvement and support services with the broad range of services for students. The Teaching and Learning Committee is encouraging collegial analysis and development of teaching through a special application of Purdue's CAFETERIA system of student ratings, and the establishment of a Teaching and Learning Center. A peer interview process is underway to determine what factors have most influenced the development of effective teaching.

Project Director: Stephen C. Scholl
Dean of Educational Services
Ohio Wesleyan University
Delaware, Ohio 43015
(614) 369-4431

INDEXES

I. PROBLEM ADDRESSED*

Extending Effective Educational Opportunity To Those Still Not Adequately Served By The System:	1, 2, 3, 6, 7, 16, 17, 25, 27, 31, 32, 35, 37, 43, 45, 48, 57, 59, 62, 65, 71, 74, 76, 77, 89, 95, 96, 97, 101, 102, 106, 110, 116, 118, 129, 130, 133, 135, 138, 139, 140, 143, 144, 145, 146, 155-160.
Meeting Individual Needs In A Mass System:	3, 5, 19, 20, 27, 29, 31, 34, 35, 42, 45, 50, 60, 73, 82, 88, 90, 94, 95, 101, 106, 108, 111, 125, 126, 128, 141, 143, 155-160.
Improving Programs, Personnel And Instruction For More Effective Education:	2, 3, 5, 7, 8, 9, 11, 14, 15, 18, 19, 23, 26, 27, 28, 29, 30, 33, 41, 43, 44, 46, 51, 53, 54, 56, 61, 62, 63, 64, 65, 67, 69, 70, 73, 75, 78, 80, 83, 84, 87, 91, 94, 98, 103, 105, 107, 108, 111, 113, 114, 115, 117, 120, 121, 122, 123, 130, 132, 133, 134, 135, 137, 138, 144, 147, 161-167.
Creating And Applying More Meaningful Criteria For The Award Of Postsecondary Credentials:	3, 4, 10, 24, 33, 38, 40, 41, 46, 47, 61, 66, 67, 81, 85, 86, 118, 119, 127, 131, 135, 140.
Reducing Costs And Stretching The Educational Dollar:	11, 17, 49, 50, 62, 70, 74, 79, 104, 106, 113, 116, 121, 139, 140.
Making Better Use Of Educational Resources Beyond Colleges And Universities:	6, 7, 12, 17, 22, 24, 25, 27, 35, 41, 43, 45, 57, 58, 59, 60, 68, 72, 74, 79, 86, 92, 97, 99, 100, 104, 106, 109, 110, 112, 116, 117, 124, 133, 140, 143, 148.
Helping People Make Better Choices About Whether, When, And Where To Enroll For Education Beyond High School:	1, 7, 21, 25, 36, 37, 39, 87, 90, 94, 95, 97, 101, 129, 130, 135, 136, 146, 149-154.
Preserving Institutional Vitality In The Face Of Growing Rigidity And Regulation:	2, 11, 18, 52, 56, 61, 70, 90, 98, 105, 114, 123, 127, 131, 140, 141, 142, 161-167.

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* Refer to FY 1976 Program Information and Application Procedures for a more thorough description of these eight problem areas. Some projects address more than one of these problems and therefore may be listed more than once.

II. IMPROVEMENT APPROACH

Articulation With High School: 39, 62, 113.

Assessment

  Prior Learning: 3, 47, 95, 101, 118, 135, 140.

  Student Learning: 4, 6, 10, 17, 33, 46, 50, 56, 57, 66, 85, 87, 119, 129.

Brokering: 1, 36, 37, 48, 68, 74, 95, 97, 101, 129, 130, 135, 138, 146.

Calendar Modification: 111, 121, 128, 141.

Cluster College: 19, 42, 82, 88, 126.

Cognitive Development/Style: 3, 5, 46, 53, 64, 69, 83.

Community Development: 2, 22, 27, 79, 112, 144.

Competency-based Learning: 3, 10, 15, 24, 33, 54, 61, 66, 73, 81, 85, 86, 101, 107, 119, 121, 133.

Consumer Information: 2, 21, 36, 37, 73, 90, 94, 95, 97, 99, 146, 149-154.

Cooperative Degree: 58, 67, 118, 124, 133.

Counseling/Career-planning: 1, 7, 23, 25, 34, 35, 36, 37, 48, 72, 87, 89, 93, 95, 100, 101, 129, 130, 146.

Dissemination: 2, 11, 44, 52, 61.

Evaluation Of Program Improvements : 5, 38, 44, 51, 84, 90, 98, 127, 141.

Experiential Learning: 6, 12, 13, 22, 25, 26, 40, 57, 63, 75, 100, 105, 117, 120, 122, 125, 133, 134, 135, 148.

Faculty Development: 3, 8, 9, 11, 18, 28, 44, 50, 55, 56, 65, 68, 70, 76, 77, 78, 90, 103, 105, 114, 115, 123, 138, 142, 161-167.

Individualized Instruction: 34, 35, 50, 69, 74, 90, 95, 101, 106, 108, 110, 125, 132, 143, 145, 155-160.

IMPROVEMENT APPROACH (Continued)

Institutional Renewal: 2, 3, 11, 14, 18, 56, 70, 81. 113, 115, 131, 142.

Instructional Services: 5, 7, 11. 18, 26, 29, 41, 43, 51, 59, 61, 65, 66, 80, 81, 93, 100, 103, 105, 108, 110, 112, 115, 121, 137, 139, 145, 147.

Intergenerational: 96.

New Institutions/Agencies: 32, 33, 45, 48, 61, 92, 95, 129, 147.

Organization And Management Improvement: 11, 27, 45, 70, 90, 98, 105, 127.

Outreach: 1, 16, 17, 29, 43, 71, 89, 92, 99, 102, 110, 140.

Off-Campus Learning: 12, 17, 22, 25, 29, 43, 47, 53, 59, 60, 67, 75, 104, 106, 116, 117, 118, 139, 140. 143, 144, 147, 148.

Student Leader Development: 20, 30.

Resource Utilization: 11, 49, 50, 60, 79, 104, 109, 112, 121, 122, 123, 124, 134.

Technology (Electronic): 43, 50, 66, 112, 143.

III. CURRICULAR CONTENT

Beyond the Disciplines: 3, 27, 51, 71, 74, 80, 101, 110.

Career Program: 12, 13, 58, 93, 100, 106, 124, 134, 148.

General Education: 3, 4, 15, 42, 46, 64, 81, 107, 113.

Humanities: 44, 109.

Natural Sciences: 63, 69, 104, 108, 144.

Social Sciences: 43, 59, 88, 105.

Specific Disciplines

- Biology: 44, 69, 104, 111.
- Business: 112, 120, 134, 139.
- Chemistry: 44, 111.
- Economics: 111.
- Education: 41, 61, 139.
- Engineering: 83.
- Language Skills: 32, 44, 65, 81, 101, 111, 117, 132.
- Health/Medicine: 24, 45, 101, 117, 119.
- History: 44, 109.
- Human Services: 17, 33, 40, 134.
- Law: 10, 66, 121, 148.
- Mathematics: 69, 71, 101, 111, 137, 139.
- Music: 111.
- Peace Studies: 14.
- Physics: 44, 83, 111.
- Political Science: 8, 44, 111.
- Psychology: 44, 147.
- Public Administration: 67, 86.
- Religion: 111.
- Sociology: 9, 44.

IV. INSTITUTIONAL TYPE*

Business/Industry: 6, 57, 106, 133.

College: Two Year
  Public: 17, 34, 43, 54, 55, 64, 68, 69, 73, 89, 106, 107, 116, 124, 133, 138, 156, 163.
  Private: 12, 31, 32, 45, 80, 133.

College: Four Year
  Public: 19, 20, 21, 29, 42, 50, 57, 58, 63, 65, 67, 78, 82, 83, 86, 87, 90, 94, 98, 103, 108, 118, 123, 124, 126, 134, 141, 142, 143, 144, 162, 163, 164, 165, 166, 167.
  Private: 2, 3, 13, 14, 16, 26, 53, 56, 59, 75, 76, 77, 81, 98, 100, 105, 109, 110, 111, 112, 113, 114, 117, 128, 130, 136, 137, 163, 164.

University: Graduate/Professional
  Public: 18, 66, 84, 119, 139.
  Private: 10, 72, 120, 121, 122.

Community-based Organization: 17, 35, 41, 48, 60, 71, 79, 101, 102, 129, 146, 147, 148.

Consortium: 1, 28, 36, 45, 49, 62, 70, 72, 95.

Educational Association: 6, 8, 9, 11, 27, 38, 65, 91, 93, 115.

Educational Resource Agency: 4, 5, 23, 24, 25, 46, 47, 51, 52, 74, 85, 127, 150.

Health Facility: 24, 40, 45.

Library: 36, 99, 116.

Magazine: 44.

Museum: 12.

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* Institutions are listed according to the project activity at that institution. Therefore, an undergraduate improvement project at a university will be listed as a four-year institution rather than a graduate or professional institution.

INSTITUTIONAL TYPE (Continued)

Prison: 37.

Proprietary School: 133.

Public Educational Agency: 39, 97, 98, 104, 131, 135, 136, 145, 166.

Student Government: 20, 30.

Television Station: 43.

Union: 7, 59.

V. CONSTITUENCY*

Administrators: 2, 5, 11, 18, 30, 38, 51, 65, 70, 90, 98, 103, 105, 115, 121, 128, 131, 135, 140.

Faculty: 5, 8, 9, 11, 18, 26, 28, 44, 47, 51, 55, 56, 65, 70, 78, 90, 98, 103, 105, 115, 121, 123, 127, 140, 142.

Learners

  Adult: 1, 3, 7, 17, 26, 27, 29, 33, 34, 35, 36, 37, 41, 43, 59, 60, 74, 87, 89, 95, 97, 99, 106, 110, 118, 125, 129, 135, 138, 145, 146.

  Black: 1, 10, 21, 27, 29, 33, 36, 37, 40, 41, 43, 65, 67, 71, 93, 132, 146.

  Chicano: 21, 25, 27, 31, 32, 116, 117.

  Counselors: 1, 87, 129.

  Elderly: 16, 76, 96, 116.

  Employed: 1, 7, 24, 27, 35, 43, 45, 59, 93, 100, 106, 110, 112, 118, 133, 134, 139.

  Graduate and Professional: 10, 26, 33, 66, 119.

  High School: 39, 113.

  Native American: 27, 63, 102, 116, 144.

  Offender/Ex-offender: 37, 80.

  Other Minority/Disadvantaged: 13, 21, 27, 43, 62, 101, 112, 155-160.

  Puerto Rican: 27, 41, 43, 48, 62, 108, 117.

  Student Leaders: 20, 30.

  Women: 1, 3, 21, 27, 29, 36, 41, 51, 72, 84, 89, 91, 93, 100, 101, 129, 130, 137, 143, 146, 147.

Policy-makers: 2, 5, 11, 18, 44, 51, 52, 65, 67, 84, 103, 105, 115, 129, 140.

Rural Community: 1, 2, 13, 16, 27, 32, 35, 58, 79, 81, 99, 107, 135, 138, 139, 148.

Urban Community: 3, 7, 10, 27, 29, 41, 43, 59, 69, 71, 86, 92, 93, 95, 112, 117, 146.

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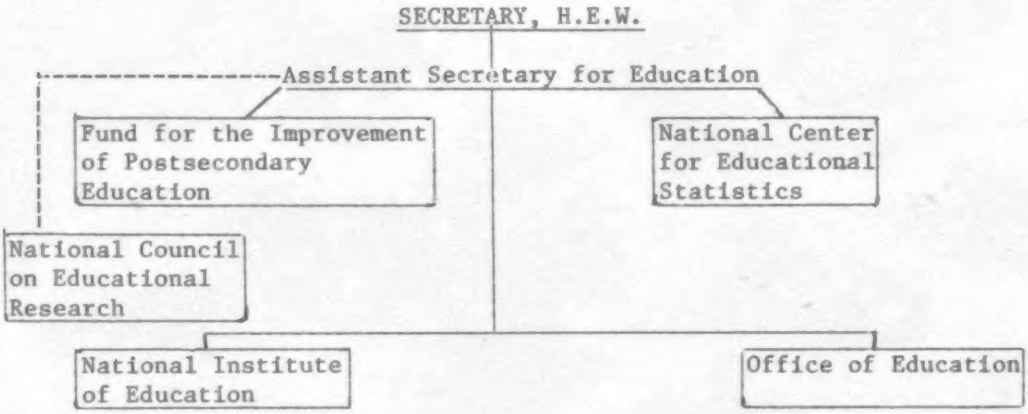
* Refers to the population most directly benefiting from the project. Many other projects serve these constituencies in the process of addressing the needs of a more heterogenous population.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

EDUCATION DIVISION



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